ED 431 867 AA 001 311

Resources in Education (RIE). Volume 34, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 431 868 CE 077 566

Focus on Basics, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Literacy; Educational Change; *Educational Practices; *Educational Research; *Literacy Education; *Outcomes of Education; Program Effectiveness; Student Motivation; *Teaching Methods
IDENTIFIERS- *General Educational Development Tests

This volume contains the four 1998 quarterly issues of this newsletter that present best practices, current research on adult learning and literacy, and information on how research is used by adult basic education teachers, counselors, program administrators, and policy makers. The following are among the major articles included: "Power, Literacy, and Motivation" (Greg Hart); "The First Three Weeks: A Critical Time for Motivation" (B. Allan Quigley); "Build Motivation by Building Learner Participation" (Barbara Garner); "Staying in a Literacy Program" (Archie Willard); "Stopping Out, Not Dropping Out" (Alisa Belzer); "Where Attendance Is Not a Problem" (Moira Lucey); "Getting into Groups" (Michael Pritza); "The GED General Educational Development Test : Whom Does It Help?" (John H. Tyler); "Project-Based Learning and the GED" (Anson M. Green); "Describing Program Practice: A Typology across Two

ED 431 884 CE 078 840

UNEVOC Directory = Repertoire UNEVOC.
PUB DATE- 99
NOTE- 78p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Developed Nations; Developing Nations; *Educational Research; Foreign Countries; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education; *Vocational Training Centers
IDENTIFIERS- *UNESCO

This directory provides information on UNEVOC (International Project on Technical and Vocational Education) Centers and related organizations and institutions. The UNEVOC Centers were organized for the following purposes: develop and lead a national network; ensure the sharing of expertise and a flow of information; provide research; and contribute to UNESCO (United Nations Educational, Scientific, and Cultural Organization) publications and databases. The directory lists 184 centers located throughout Europe; Asia, the Middle East, Africa, and the Pacific Islands. Each listing includes an address, contact names, description of programs and facilities, and publications. The directory also provides addresses of UNESCO offices and addresses of the institutions involved in vocational education and training. The directory is printed in English and French. (KC)

ED 431 885 CE 078 841

Bulusu, Aparna S.
Barriers of Proxemics and Kinesics Faced by Management with an Applicant from a Different Culture during a Selection Interview.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern States Communication Association (San Antonio, TX, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Body Language; *Cultural Awareness; Cultural Background; Cultural Context; Cultural Differences; *Cultural Influences; Cultural Traits; *Employment Interviews; Employment Qualifications; Employment Services; Eye Contact; Facial Expressions; Human Posture; Job Applicants; Job Application; Literature Reviews; *Minority Groups; *Personal Space

A literature review examined the potential impact of a multicultural applicant's nonverbal behavior (specifically, proxemics and kinesics) in a selection interview. Proxemics refers to the perception and use of personal and interpersonal space, which varies from culture to culture. The review indicated that in an interview situation, the chairs should be able to be moved, with the optimum distance about three to four feet between interviewer and interviewee and the exact distance being that most appropriate to the background of the person being interviewed. Kinesics refers to the pattern of body movement in human interaction, or "body language," which incorporates nonverbal behavior such as body position, body

ED 431 902 CE 078 881

Bennell, Paul; Bendera, Shane; Kanyenze, Godfrey; Kimambo, Emrode; Kiwia, Sixtus; Mbiriyakura, Tichafa; Mukyanuzi, Faustin; Munetsi, N.; Muzulu, Jo; Parsalaw, Willy; Temu, John
Vocational Education and Training in Tanzania and Zimbabwe in the Context of Economic Reform. Education Research, Serial No. 28.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Conventional Instruction; Craft Workers; Disadvantaged; *Economic Change; Economic Impact; Educational Change; Educational Needs; Educational Planning; Educational Policy; Educational Research; Educational Trends; *Finance Reform; Foreign Countries; *Job Training; Manufacturing; Postsecondary Education; Private Sector; Program Administration; Public Sector; *School Business Relationship; Student Certification; Technical Occupations; Tourism; Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- *Tanzania; *Zimbabwe

Developments in vocational education and training (VET) in Tanzania and Zimbabwe since the 1980s were examined in the context of economic reform. Formal VET provision in each country's public and private sectors was reviewed, and case studies of one firm in each country's manufacturing and tourism industries were conducted. The research identified important changes in Tanzania's and Zimbabwe's VET systems since the start of economic reforms. Tanzania's fiscal crisis has forced pubic sector training institutions to commercialize their training activities. Although Tanzania has made very significant progress in adjusting its VET system to meet the major skill requirements of a rapidly liberalizing economy, economic liberalization has not resulted in the creation of an effective and efficient demand-driven VET system in either Tanzania or Zimbabwe. Unlike the situation in Tanzania, the government in Zimbabwe has not relinquished its tight control over the VET system. Public sector VET there remains supply-driven because of government control of training resources, little involvement of key stakeholders, and massive social demand for postsecondary VET. The following are among the actions required in both countries: (1) create a properly functioning national training agency whose governance and planning structures can respond to the training needs of their main economic sectors; (2) accelerate the pace of organizational reform among public sector training institutions; (3) reform the existing VET qualification and accreditation systems; and (4) establish a coherent strategy for VET for the poor and disadvantaged. (Sixty-eight tables/figures are included. Contains 10 references.) (MN)

ED 431 903 CE 078 882

Rogers, Alan; Maddox, Bryan; Millican, Juliet; Jones, Katy Newell; Papen, Uta; Robinson-Pant, Anna
Re-Defining Post-Literacy in a Changing World. Education Research, Serial No. 29.
PUB DATE- 99
NOTE- 140p.; Update of ED 400 386.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 431 921   CE 078 939

Folinsbee, Sue; Jurmo, Paul
Collaborative Workplace Development: An Overview.
SPONS. AGENCY- Ontario Training and Adjustment Board, Toronto.; Ontario Ministry of Citizenship, Toronto.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Cooperative Planning; Cooperative Programs; *Employer Employee Relationship; Employment Opportunities; *Employment Practices; *Empowerment; Foreign Countries; Job Development; Job Training; Labor Economics; *Labor Force Development; Models; *Organizational Development; Retraining
IDENTIFIERS- Canada

This booklet, which is intended for educators, human resource specialists, and others responsible for training and education and workplace development, presents principles of good practice and steps for planning and implementing collaborative workplace development initiatives. A collaborative method of workplace development is detailed that recognizes the uniqueness of individual workplaces, contributes to the participatory workplace, and promotes the achievement of organization and individual goals. The following 10 principles of good practice in workplace development are discussed: (1) effective integration of workplace programs; (2) multiple activities; (3) participation of all interest groups; (4) options on the future; (5) worker-centered orientation; (6) equality of opportunity for participation; (7) respect for all; (8) inspiration of potential participants; (9) needs orientation; and (10) goal orientation. Considerations to keep in mind when implementing the principles in the real world are mentioned. The following steps in the cooperative planning cycle are explained: understand the need; build support among interest groups; form a planning committee; design and conduct a workplace needs assessment; plan the work force development initiative; determine employees' needs and interests for programs; develop programs and noneducational activities; plan the evaluation; put the plan into effect; conduct ongoing evaluation; and conduct end-of cycle evaluation. Concluding the booklet is an annotated bibliography that contains 19 references. (MN)

ED 431 922   CE 078 940

Balbale, Muneeb; Stamoolis, Josh; Lawson, Pete; Woodiwiss, Ariel
What Value Do College Admissions Directors Place on School-to-Work Experiences? Wheaton North High School Field Study Project.
PUB DATE- 99
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Admission Criteria; *Admissions Officers; *College Preparation; *Education Work Relationship; *Educational Attitudes; *Field Experience Programs; High School Students; High Schools; Higher Education; Internship Programs; Outcomes of Education; Practicums;

ED 431 940 CE 078 972

Workforce Issues Facing HRD.
PUB DATE- 99
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Adult Education; Aging (Individuals); Blacks; Comparative Analysis; Disabilities; Employed Women; *Employee Attitudes; Employer Employee Relationship; Employment Interviews; *Employment Practices; Influences; *Labor Force Development; Leaders; Leadership Qualities; Minority Groups; Older Workers; Part Time Employment; Recruitment; Success; *Work Attitudes; *Work Environment
IDENTIFIERS- Impact Studies; People of Color

This document contains four symposium papers on work force issues facing human resource development (HRD). "Contributing Factors to the Success of Women and People of Color in Leadership Roles: A Message to HRD Professionals" (Jean R. McFarland, Gary Leske, Caroline S. V. Turner) reports the results of a survey in which nonwhite males, nonwhite females, and white females who had been identified by their peers as leaders in the field of education were interviewed to identify barriers to advancement in leadership faced by minority group members and strategies used to overcome them. "A Qualitative Assessment of Office Design Perceived by Older and Younger Workers to Impact Work" (Virginia W. Kupritz) examines design characteristics perceived as facilitating or impeding work and the compatibility of office design with today's aging work force. "Consequences of Part-time Work for Full-time Coworkers: Procedural Fairness in Human Resources and Employee Reactions" (Shannon L. Palmer) explores the relationships among having a part-time colleague, general and procedural fairness, workload, colleague availability, and part-time work advocacy. "Disability Disclosure, Recruitment Interviews, and the Employment Process" (Tonette S. Rocco) discusses a study in which individuals with invisible and visible disabilities were interviewed about disclosure, accommodations, and their employment experiences. (MN)

ED 431 941 CE 078 973

Enhancing Employee Skills.
PUB DATE- 99
NOTE- 28p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Apprenticeships; Auto Mechanics; Case Studies; Computer Literacy; Curriculum; *Education Work Relationship; Employment Qualifications; Focus Groups; Higher Education; *Job Performance; *Job Skills; *Job Training; *Labor Force Development; Military Personnel; Military Training; On the Job Training; Sales Occupations; *Skill Development; Study Habits; Study Skills; Training Methods

This document contains four symposium papers on enhancing

ED 431 958 CE 078 990

Measurement and Research Tools.
PUB DATE- 99
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adult Education; Decision Making; *Educational Research; Employment Level; Factor Analysis; Foreign Countries; Human Resources; Influences; Job Performance; *Labor Force Development; *Measurement Techniques; Outcomes of Education; Participation; Professional Occupations; Questionnaires; *Research Methodology; Salary Wage Differentials; Test Construction; Test Items; Test Validity

This document contains four symposium papers on measurement and research tools. "Income Effects of Human Resource Development for Higher Educated Professionals" (Martin Mulder, Bob Witziers) reports on a study of 1,876 higher-educated professionals that found no correlation between participation in human resource development activities and subsequent job level or income. "Do Higher Performing Managers Actually Receive Better Ratings? A Validation of Multirater Assessment Methodology" (Allan H. Church), which is an applied example of a validation process based on a sample of 76 senior-level managers from a global health services organization, confirms the relationship between managerial performance and higher ratings on multirater feedback instrumentation. "Examination of the Tendency of Coefficient Alpha to Support the Choice of Instruments with Response Category Restriction" (Shani D. Carter) demonstrates that interpretation of coefficient alpha and the decision to use an instrument can be improved by considering item construction before deciding to use an instrument. "A Factor Analytic Investigation of the Content of Participant Reactions: Affective and Utility Judgments" (Ronald B. Morgan, Wendy Casper) presents the results of a study suggesting that participant reactions are multidimensional and "utility" judgments represent an underlying factor. (MN)

ED 431 959 CE 078 991

Workforce Development.
PUB DATE- 99
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; Demonstration Programs; *Education Work Relationship; Educational Practices; *Employment Patterns; Employment Practices; Foreign Countries; Information Technology; Integrated Curriculum; Job Training; Labor Force; *Labor Force Development; Manufacturing Industry; *Outcomes of Education; Predictor Variables; Program Effectiveness; Rural Areas; Secondary Education; Success
IDENTIFIERS- Mexico; Netherlands; United States; Welfare Reform; *Welfare to Work Programs

This document contains four symposium papers on work force development. "Effects of Two Different Learning Paths on School-to-Work Transition" (Esther Van Der Schoot) discusses a Dutch

ED 431 977 CG 029 327

School-Based Client Consultation, Referral, and Management of Care. A Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consultation Programs; Consumer Economics; Counseling; Evaluation; Intervention; *Mental Health; *Referral; *School Counseling
IDENTIFIERS- Case Management; Transition Management; Triage

This booklet assumes that the first question that a mental health professional asks should not be what's wrong with this person, but what's making this person function like this. The answer may be that something's wrong with the way the person's environment is functioning, and, therefore, it is the environment that really should be changed, if feasible. Of course, whether or not the problem resides with the environment, the person may require some special assistance. The focus of this technical aid packet is on making decisions about what assistance is needed, how serious the need is, where a student/family should go to get it, and how to ensure it is provided in coordinated and integrated ways. Section 1, "Student Clients as Consumers," explores a consumer-oriented approach, and introduces the remaining sections. Section 2, "Referral as Intervention," offers guidelines for teachers and staff regarding the prereferral and referral process, providing services, and following up on referrals, including consumer feedback. Section 3, "Managing 'Care,' Not Cases," explores initial monitoring of care, ongoing management of care, and systems of care. Appendixes provide materials to aid in the triage process, establishing a system to provide clients with ready access to information about referral resources, assisting clients with referrals, and assuring quality of care. (MKA)

ED 431 978 CG 029 328

Evaluation and Accountability Related to Mental Health in Schools. Technical Assistance Sampler.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Evaluation; Internet; *Mental Health; Models; *School Counseling

This sampler lists resources concerning evaluation and accountability related to mental health in schools that are relatively easy to access through libraries, by phone, or over the Internet. Part 1 includes references to books, book chapters, articles, briefs, reports, fact sheets, and other printed resources; guidebooks and models; agencies; web sites; and other related resources from the University of California

ED 431 997   CG 029 399

Lee, Wanda M. L.
An Introduction to Multicultural Counseling.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; Anglo Americans; Asian Americans; Blacks; Competence; *Counselor Training; *Cultural Differences; *Cultural Pluralism; Disabilities; Females; Higher Education; Homosexuality; Males; *Minority Groups; Older Adults; Pacific Islanders; *Sex Differences; Whites
IDENTIFIERS- African Americans; *Ethnic Differences; European Americans; Latinos; *Multicultural Counseling; Native Americans

When client and counselor are from different cultural backgrounds, they tend to view things from disparate perspectives. Though a background in multiculturalism is required for program accreditation, most existing texts limit coverage to ethnicity, without the emphasis of broad concepts such as discrimination and acculturation, or coverage of gender, sexual orientation, or aging issues. This textbook is a primer designed to teach counseling students how to effectively deal with such discrepancies. It provides a complete introductory framework and addresses topics such as: the past, present, and future of multicultural counseling; understanding differences; assessment issues; cultural transition; cultural identity development; developing counseling competencies; and ethnic and cultural minority groups. This book can be used by upper-level undergraduate and graduate students studying human services, psychology, counseling, and ethnic studies. It also serves as a practical guide for providers of continuing education workshops for counselors, psychologists, teachers, and social workers. Appendix A is "Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations." Appendix B is "Proposed Cross-Cultural Competencies and Objectives. (Contains 610 references and an index.) (MKA)

ED 431 998   CG 029 401

Take a Bite Out of Crime: Get Ready To Celebrate 20 Years. Crime Prevention Month Action Kit.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Adolescents; Adults; Children; Conflict Resolution; *Crime Prevention; Environment; Internet; Interviews; News Media; Older Adults; Planning; Resources; Substance Abuse; Violence; Weapons
IDENTIFIERS- *Crime Prevention Month; Graffiti; Neighborhood Watches; Special Events; *Take a Bite Out of Crime

This Crime Prevention Month kit is designed to help plan crime

ED 432 020 CS 510 093

Reppert, James E.
Infomercials: A Genre in Search of Legitimacy. (Mass Communication Instructional Unit).
PUB DATE- 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Social Science Association (Oakland, CA, April 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Higher Education; *Introductory Courses; *Mass Media; *Television Commercials; Television Curriculum; Units of Study
IDENTIFIERS- Advertising Effectiveness; Genre Studies; *Infomercials; Southern Arkansas University

A wide variety of media subjects are discussed in an introductory mass communication course at Southern Arkansas University, and one of the most popular instructional sections with students is "infomercials." This paper acquaints students with the history, scope, and controversy surrounding the infomercial genre. It first explains that infomercials are 30-minute program-length advertisements seen on cable television networks and broadcast affiliates. It then examines infomercials as a genre seeking legitimacy, looking at them from a number of perspectives. The new trend of mainstream corporations producing infomercials is also considered. Some of the questions the paper addresses are: how much money the infomercial business generates; what the cost of producing an infomercial is; who the major producers are; what are the types of products for which they are most effective; and what the cost of buying 30 minutes on cable television is. Elements in the paper are discussed as an instructional unit, interspersed with viewing segments or edited clips of infomercials in class. As a result, the paper states, students better understand how advertising, marketing, demographics, psychology, self-esteem, and emotional appeals are just some of the factors that can lead to the success or failure of infomercials. Contains 30 references. (NKA)

ED 432 021 CS 510 101

Ramsey, Shirley, Ed.
PR Bibliography, 1999.
PUB DATE- 99
NOTE- 117p.; For the 1998 edition, see ED 420 893.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Business Communication; Crisis Management; *Ethics; Higher Education; Internet; Marketing; Mass Media; *Media Research; *Public Relations; Speech Communication; Writing Skills
IDENTIFIERS- Professional Concerns; Research Synthesis; Visual Communication

This annotated bibliography presents an overview of journal articles and books on public relations that can be helpful to teachers and students as well as to practitioners and managers. New categories for this 1999 edition of the bibliography include Public Relations Theory, Feminist Issues in Public Relations, and Environmental Public Relations. Growing interest

ED 432 040 EA 029 903

Wilmore, Elaine L.; McNeil, Jesse Jai, Jr.; Townzen, Linda
The Evaluation of a Field Based Principal Preparation Program in Texas.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; Beginning Principals; *Cooperative Programs; Elementary Secondary Education; Higher Education; *Internship Programs; *Principals; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Field Based Programs; Texas

This paper examines a program that was developed at the University of Texas at Arlington to equip future educational leaders to guide schools through important educational reforms. The program offers a balance of seminars and internship experiences, departing from the traditional university-based delivery of instruction. The evaluation of the program was performed to see if it lived up to its espoused goals and objectives after 1 year of operation. A survey was sent to each administrative intern participant, each mentor principal, and other school administrators associated with the intern and mentor principal. The questions under consideration included: "Was the program a collaborative, field-based effort between the university and the schools?" "Did the program provide an equitable selection and mentoring process for interns?" "To what extent was networking across schools and school districts helpful to the intern and mentor professional development?" and "Was the program a cost-effective venture?" Results indicate that the program had significantly met its initial goals, with all the goals receiving scores of 93.8 percent or higher. All the students in the program successfully completed their master's degree, met certification requirements, and were hired for leadership positions of choice. Further study is indicated to enhance goal and program development. Contains 24 references. (RJM)

ED 432 041 EA 029 904

McCreight, Carolyn
Female Superintendents, Barriers, and the Struggle for Equity.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Boards of Education; *Educational Administration; Educational Environment; Elementary Secondary Education; Instructional Leadership; Leaders; *Resistance to Change; *Superintendents; *Women Administrators

This report examines the status of female superintendents in the United States. Women comprise 70 percent of all teachers in the United States, but men continue to dominate educational administration, particularly the superintendency. A 1999 survey revealed that females hold 20 percent of top school-executive positions and that there remain many barriers to female advancement in educational administration. Female superintendents are much more likely than their male counterparts to be single, widowed, divorced, or to have

ED 432 059 EA 029 930

Gibb, Sharon A.; Gibb, Gordon S.; Randall, E. Vance; Hite, Steven
From "I" to "We": Reflections about Leadership.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Instructional Leadership; Junior High Schools; *Leadership Styles; *Participative Decision Making; *Principals; *School Administration; School Culture

This paper reports on a study that investigated a top-down leadership approach that gradually shifted to a collaborative paradigm. It focuses on one junior high school's efforts to increase academic and social success for all its students. The restructuring process began when, for the first time, a female principal was hired in this 35-year-old school. She came with a new vision of leadership and of academic structure that featured total inclusion. Data were obtained through a review of artifacts (school minutes, meeting notes, and articles) and interviews (focus groups and individual interviews) of 10 target groups in the school. The results indicate that for the school to make meaningful change, the top-down or "I" characteristic of leadership had to be transformed to "we." A top-down process had occurred when the principal shared her vision for change that would promote the academic success of every student in the school. The development of community and leadership emerged through a process of teaming in which teams of 6 teachers taught inclusion groups that involved about 20 resource students for each team. As a consequence, communication within the school operated through individual and group meetings, and decision making was placed in the teachers' hands. (Contains 41 references.) (Author/RJM)

ED 432 060 EA 029 931

Zykowski, Jane L.
California Educational Research Cooperative. Annual Report, 1999.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Cooperative Programs; Educational Improvement; Elementary Secondary Education; *Partnerships in Education; Program Descriptions; Program Evaluation
IDENTIFIERS- California; *California Educational Research Cooperative

This annual report outlines activities of the California Educational Research Cooperative (CERC). The CERC was established in 1988 to bring educational professionals and research scholars together, and its partnerships involve 26 school districts working with the University of California, Irvine. The document lists CERC's mission and goals, its research cycle, its research agenda, and its organizational capacity. Much of the report focuses on the core research of the Cooperative, including phase two of a class-size reduction study, a study of cultural diversity in the teacher labor market, a review of educational indicators, and an analysis of multiple assessments and student achievement. Other research includes a beginning-teacher support and assessment training

ED 432 079 EC 307 281

Jans, Lita; Stoddard, Susan
Chartbook on Women and Disability in the United States. An InfoUse Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Children; *Disabilities; Elementary Secondary Education; *Employment; Family Life; *Females; *Incidence; Income; Mental Disorders; Research Needs; *Sex Differences; *Special Education; Surveys; Tables (Data)

This publication provides information on women and disability in the United State and was created for use by both non-technical and technical audiences. It is intended to be used as a resource for agencies, employers, organizations, policymakers, researchers, and others concerned with the relationship between gender and disability. Seven sections address different aspects of women and disability, including: (1) women and disability throughout the life cycle; (2) children and youth with disability, including data on gender differences in special education; (3) disability, work, income, and benefits for women; (4) living arrangements, family life, and medical experiences; (5) mental disorders and disability and gender; (6) women, disability, and aging; and (7) research gaps and topics for further investigation. Each page within a section contains a topic question, explanatory text on the topic, and an explanatory graphic or table that provides data in an easy to read form. The source of the information and the survey used to collect the data appear at the bottom of the page. In many cases, information on relevant website addresses where more detailed information may be stored is included. An appendix contains technical summaries of key surveys. (CR)

ED 432 080 EC 307 282

Dispute Resolution Activities-State Data Collection. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Court Litigation; *Data Collection; *Disabilities; *Due Process; Elementary Secondary Education; *Participant Satisfaction; Special Education; State Departments of Education; *State Programs; Surveys

This report discusses the outcomes of a survey that investigated data collection efforts of state special education dispute resolution contacts in all 50 states. Results indicate that all states maintain some level (directly or through contractual arrangements) of basic information on the number and location of formal complaints, mediations, and due process procedures, as well as the types of issues involved. Fewer states systematically gather information regarding satisfaction and/or follow-up. Information on the impact of alternative dispute

ED 432 098 EC 307 303

Open Doors: Options in Communication and Education for Children Who Are Deaf or Hard of Hearing.
PUB DATE- 98
NOTE- 35p.; Developed by Oticon, Inc., and the Academy of Dispensing Audiologists (ADA).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Sign Language; Cued Speech; *Deafness; Decision Making; Early Childhood Education; *Hearing Impairments; Infants; *Interpersonal Communication; Manual Communication; Oral Communication Method; *Parent Empowerment; Preschool Children; *Student Placement; *Student Rights; Toddlers; Total Communication

This booklet provides information to families with young children who are deaf or hard of hearing to assist them with communication, socialization, and education choices. It provides: (1) a description of each of the various modes of communication available for use with and among children with are deaf or hard of hearing, including American Sign Language, auditory-verbal, cued speech, manually coded English, and oral communication; (2) a look at various important issues that parents must consider when making communication and education decisions for their child, including audiological considerations, socialization issues, and educational issues; (3) an overview of various educational options, including parent/infant programs, self-contained residential or day programs, bilingual-bicultural programs, cued speech, oral programs, total communication, and mainstreaming; (4) information on basic legal rights and how these rights empower parents to be their child's most effective advocates within the educational system; and (5) a listing of resources to which parents might turn for more information, including publications, organizations, and information sites on the Internet. (CR)

ED 432 099 EC 307 304

Rosenfeld, S. James; Gelfman, Mary H. B.; Bluth, Linda F.
Education Records: A Manual.
PUB DATE- 97
NOTE- 538p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Records; *Confidential Records; *Court Litigation; *Disabilities; *Disclosure; Elementary Secondary Education; Higher Education; Policy Formation; Preschool Education; Records (Forms); School Policy; *Student Records; *Student Rights
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974

This manual is designed to provide a convenient working tool for those having questions about the applicability of the Family Educational Rights and Privacy Act (FERPA) to their work, their children, or their clients. It answers the most frequently

ED 432 118 EC 307 324

Chen, Deborah; Haney, Michele
Promoting Learning through Active Interaction. Project PLAI. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Child Rearing; Communication Skills; Curriculum Development; *Deaf Blind; *Early Intervention; *Infant Care; Infants; Interpersonal Communication; *Parent Child Relationship; Parent Education; Parent Role; Parenting Skills; Theory Practice Relationship; Toddlers

This final report describes the activities and outcomes of Promoting Learning through Active Interactions, a research-to-practice 4-year project that developed, implemented, and validated a five-module curriculum with 25 infants (ages 6-30 months) who are deaf-blind, their parents, and early interventionists. The project had the following objectives: (1) to identify and promote contingent responses to infant behaviors which in turn motivate infant learning and exploration; (2) to identify compensatory interaction strategies which take into account the infants' degree of vision and hearing impairments and other disabilities; (3) to develop, implement, and evaluate "contingency games" as a means of promoting caregiver-infant interaction within the natural context of everyday routines; and (4) to support and develop caregiver satisfaction and feelings of competence in the role of caring for an infant who is deaf-blind. Participants in the project identified an increase in the amount and the quality of communicative interactions between themselves and their infants as well as an increased sense of efficacy in observing and responding to their children's needs. Quantitative evidence suggests meaningful changes in caregivers' behaviors consistent with the project objectives and activities. (CR)

ED 432 119 EC 307 330

Chen, Deborah; Schachter, Pamela Haag
Making the Most of Early Communication: Strategies for Supporting Communication with Infants, Toddlers, and Preschoolers Whose Multiple Disabilities Include Vision and Hearing Loss. Videotape .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Communication Skills; *Deaf Blind; *Early Intervention; Infants; *Interpersonal Communication; *Language Acquisition; Learning Strategies; *Multiple Disabilities; Parent Child Relationship; Parent Participation; Preschool Children; Preschool Education; Teaching Methods; Toddlers;

ED 432 140 FL 025 898

de Acosta, Martha; Volk, Diana
Literacy Events in the Homes, Churches, and Classroom of Bilingual Kindergartners: An Ethnographic Analysis.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Church Role; Churches; Classroom Environment; *Emergent Literacy; *English (Second Language); Ethnography; Family Environment; Kindergarten; *Kindergarten Children; Primary Education; Puerto Ricans; School Role; Spanish Speaking
IDENTIFIERS- *Literacy Events

This study describes and analyzes the emerging literacy of kindergartners in one bilingual classroom, and focuses on three Spanish-dominant Puerto Rican children in that class. Using a qualitative approach, the study investigated emergent literacy in the classroom, home, and church contexts. The unit of analysis was the literacy event, any occasion in which a piece of writing is integral to the nature of participants' interaction with print and with other people who play the role of teacher. Networks of support available to the individuals and families were identified and described, and the nature of the teachers' roles and interactions were analyzed. It was found that in the classroom, the children participated in literacy events in both English and Spanish that combined phonics and meaning-making. It was in the classroom that the children had the most significant experience of reading for pleasure. At home, literacy was a necessary, highly valued, and highly significant skill used for instrumental, communicative, and religious purposes but not for pleasure. Parents tended to teach the children in didactic exchanges focusing on homework or religious texts. In religious settings as in homes, literacy was used for decoding, understanding, inherent meaning, memorizing, and reciting jointly. (Contains 24 references) (MSE)

ED 432 141 FL 025 899

Borsley, Robert D., Ed.; Przepiorkowski, Adam, Ed.
Slavic in Head-Driven Phrase Structure Grammar.
PUB DATE- 99
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Grammar; *Language Patterns; Language Research; *Linguistic Theory; Morphology (Languages); Negative Forms (Language); Phonology; *Phrase Structure; *Polish; Serbocroatian; *Slavic Languages; Syntax
IDENTIFIERS- *Head Driven Phrase Structure Grammar

The collection of essays on the properties of Slavic languages in the context of the theory of head-driven phrase structure grammar (HPSG) includes: "Typological Similarities in HPSG" (Tania Avgustinova, Wojciech Skut, Hans Uszkoreit); "Auxiliaries, Verbs and Complementizers in Polish" (Robert D. Borsley); "An Architecture for Phonology" (Tilman N. Hohle); "Haplology of the Polish Reflexive Marker" (Anna Kupsc);

ED 432 162 HE 032 134

Bringle, Robert G., Ed.; Games, Richard, Ed.; Malloy, Edward A., Ed.
Colleges and Universities as Citizens.
PUB DATE- 99
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Citizenship Responsibility; *College Role; Colleges; *Community Responsibility; *Higher Education; Institutional Evaluation; Leadership Responsibility; Organizational Change; Planning; *School Community Relationship; Teaching Methods; Universities

This collection of 10 essays focuses on the role of colleges and universities as engaged citizens seeking to better their communities. The essays include: (1) "Colleges and Universities as Citizens: Issues and Perspectives" (Robert G. Bringle, Richard Games, and Edward A. Malloy); (2) "Ernest L. Boyer: Colleges and Universities as Citizens" (Charles E. Glassick); (3) "Promoting Leadership, Service, and Democracy: What Higher Education Can Do" (Alexander W. Astin); (4) "From Murky to Meaningful: The Role of Mission in Institutional Change" (Barbara A. Holland); (5) "Strategies for Building the Infrastructure That Supports the Engaged Campus" (Mary L. Walshok); (6) "Pedagogy and Engagement" (Edward Zlotkowski); (7) "Organizational Structures for Community Engagement" (Sharon Singleton, Deborah Hirsch, and Catherine Burack); (8) "Habits of Living: Engaging the Campus as Citizen One Scholar at a Time" (William M. Plater); (9) "Effective Assessment: A Signal of Quality Citizenship" (Barbara L. Cambridge); and (10) "Colleges and Universities as Citizens: Reflections" (Robert G. Bringle, Richard Games, and Edward A. Malloy). Each essay contains references. (MDM)

ED 432 163 HE 032 135

Trachtenberg, Stephen Joel
Thinking Out Loud: A Decade of Thoughts on Higher Education. Oryx Series on Higher Education.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Instruction; *College Presidents; College Role; *Educational Attitudes; Educational Change; Educational Economics; Educational History; *Educational Policy; Equal Education; *Higher Education; Humanities; Justice; Universities
IDENTIFIERS- George Washington University DC; *Trachtenberg (Stephen Joel)

This collection of writings and speeches focuses on the current state of higher education in the United States, based largely on the experience of the president of the George Washington University (GWU) for the past 10 years. Individual selections focus on teaching effectiveness and the need for academic change; searching for perspective in a de-controlled world; lessons from the humanities; productivity in academia; equity and equality; the importance of ancient history; the death and rebirth of empathy; race relations; the history of GWU; a vision for the reform of higher education; the consequences of "thinking marketability" in higher education institutions; and

ED 432 184 HE 032 177

McCormick, Alexander C.; Nunez, Anne-Marie; Shah, Vishant; Choy, Susan P.
Life after College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997, with an Essay on Participation in Graduate and First-Professional Education. Baccalaureate and Beyond Longitudinal Study. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Bachelors Degrees; *College Outcomes Assessment; Employment Level; Followup Studies; *Graduate Study; Graduate Surveys; Higher Education; Longitudinal Studies; Professional Education; Student Participation; Tables (Data)
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES)

This report presents findings of the second follow-up in the Baccalaureate and Beyond Study, a longitudinal study which is tracking students who received a bachelor's degree in academic year 1992-93. Major findings indicated that: (1) when they graduated from college, 85 percent of the degree recipients expected to earn an advanced degree; by 1997, 30 percent had actually enrolled, 21 percent had either attained a degree or were still enrolled, and 9 percent had left without a degree; and that (2) overall, 89 percent of the original group were employed in April 1997, 76 percent were working only, another 13 percent were combining school and work, 5 percent were enrolled only, and 6 percent were neither working nor enrolled. Following an executive summary, the main body of the report analyzes findings concerning educational expectations in 1993 and 1997; progression to graduate and first-professional education; and actual participation in graduate and first-professional education. A compendium presents tables showing data on the employment and enrollment status of 1992-93 college graduates. A glossary and technical notes are appended. (DB)

ED 432 185 HE 032 178

Goss, John R., III
Teaching at the United States Army War College: Philosophy, Practice, and Resources. AY Academic Year 2000.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; Computer Uses in Education; Cooperative Learning; Educational Objectives; Educational Principles; Educational Technology; *Faculty Development; Graduate Study; Higher Education; Inquiry; Inservice Teacher Education; Knowledge Base for Teaching; Military Personnel; *Military Science; Reflective Teaching; *Teaching Methods
IDENTIFIERS- *Army War College PA

ED 432 203 HE 032 197

Hurd, Richard; Foerster, Amy; Johnson, Beth Hillman
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 23.
PUB DATE- 97
NOTE- 306p.; For the previous directory, see ED 409 813.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adjunct Faculty; *Collective Bargaining; *College Faculty; *Contracts; Elections; *Higher Education; Statistical Analysis; Tables (Data); Teaching Assistants; *Unions

This directory provides detailed data on unionization activities among college and university faculty in 1996 in the United States and Canada. Highlights indicate that academic unions now represent 250,716 professors, an increase of 1.8 percent from the previous year; there are now 509 bargaining agents on 1,097 campuses (92 are at private colleges); and 12 collective bargaining elections took place during 1996, nine of which resulted in new bargaining agents. Most of the document consists of data tables. These include: (1) faculty contracts and bargaining agents by individual U.S. institution; (2) adjunct faculty contracts and bargaining agents by individual U.S. institution; (3) graduate employee bargaining agents by individual U.S. institution; (4)faculty collective bargaining by individual Canadian institution; and (5) a summary of elections in 1996 by individual U.S. institution. An additional 18 data tables provide statistical analyses covering recognized faculty bargaining agents in two- and four-year institutions, 1997; faculty bargaining agents and collective bargaining agreements in two- and four-year institutions, 1974-1996; public and private campuses represented by recognized faculty bargaining agents, 1997; summary of decertifications; college closings; and bargaining agents cited in this directory.(DB)

ED 432 204 HE 032 198

Zoe, Lucinda R.; Johnson, Beth Hillman
Collective Bargaining in Higher Education and the Professions. Bibliography Nos. 23-25, January 1995-1997.
PUB DATE- 98
NOTE- 170p.; For Bibliography No. 22, see ED 398 827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Allied Health Occupations; Athletics; *Collective Bargaining; College Administration; *College Faculty; Faculty College Relationship; *Higher Education; *Labor Relations; *Professional Occupations

This bibliography reviews the current (1995-1997) research and literature concerned with collective bargaining in higher education and the professions. The bibliography is based on computer searches of various databases and manual retrieval of citations. Sources include books, monographs, dissertations, journals, periodicals, research papers, conference papers, and newspaper articles. Citations are grouped into three major sections: faculty bibliography, professions and professionals bibliography, and information guides. Within each section, citations are listed alphabetically by author within specific topic areas. For the faculty bibliography these areas are: academic freedom, administration, affirmative action, AIDS in

ED 432 223 IR 019 593

Norton, Priscilla; Sprague, Debra
Timber Lane Tales: Problem-Centered Learning and Technology Integration.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Technology; *Experiential Learning; *Field Instruction; Higher Education; Instructional Design; Instructional Innovation; Intermediate Grades; Learning Processes; *Preservice Teacher Education; *Problem Based Learning; Problem Solving; Student Reaction; Student Role; Student Surveys; Teacher Role; *Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- Criminal Investigations; Mysteries (Literature); *Technology Integration

This exploratory study examined a field-based project in which preservice teacher candidates and faculty collaborated to implement a problem-centered, technology integrated curriculum for a multiage (4th, 5th, and 6th grade) intersession at Timber Lane Elementary School. Content included detective skills such as fingerprinting and handwriting analysis, advertisements, and literature-based mystery stories. Educational goals focused on developing problem-solving skills, literacy abilities, and working as a community. Activities included solving mysteries, analyzing clues, writing mystery stories, creating advertisements, and investigating crimes. Tools used throughout the two-week curriculum included paper and pencil assignments, word processors, video, simulations, books, print graphic programs, computer-based interactive fiction, and databases. Preservice candidates' reflections on their experience were compared with reflections of candidates who completed a less structured field experience regarding what they learned about themselves, teaching, young learners and the learning/thinking process, and technology in educational settings. The reflections of those who participated in the technology-integrated project suggest that their experiences in actively using technology as a part of the teaching/learning process assisted them in developing an image of how technology can be used and provided them with a vision of how their coursework (theory) can translate to the design of learning opportunities (practice). (AEF)

ED 432 224 IR 019 594

Box, Katherine
Human Interaction during Teacher Training Courses Delivered via the Internet.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 432 244 IR 019 614

Schoeny, Zahrl G.; Heaton, Lisa A.; Washington, Lisa A.
Perceptions and Educational Technology Needs of School Administrators.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Comparative Analysis; *Computer Attitudes; *Computer Uses in Education; Educational Administration; *Educational Technology; Elementary Secondary Education; Higher Education; Standards; Training
IDENTIFIERS- Southern Regional Education Board; *Technology Role; *Training Needs; Virginia

The purpose of this paper is to provide a comparison of four studies regarding administrators' needs and perceptions related to technology in education. A synopsis of educational technology standards that have been applied to students, teachers, and administrators in the Commonwealth of Virginia and standards being considered by the Southern Regional Education Board are also used to inform general recommendations for administrators' technology training needs. Recommendations are presented in three main categories: understanding technology management issues; impact of technology on educational change; and administrative uses of technology. (Author/AEF)

ED 432 245 IR 019 615

Kajs, Lawrence T.; Sanders, Raymond, L.; Willman, Edward; Alaniz, Ramon; Brott, Pamelia E.; Gomez, Diana M.
Technology Education That School Principals Want.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Qualifications; Administrator Responsibility; *Administrator Role; College School Cooperation; Computer Literacy; Computer Science Education; Computer Software; *Computer Uses in Education; Educational Needs; *Educational Technology; Elementary Secondary Education; Higher Education; Leadership; Lifelong Learning; *Principals; *Professional Continuing Education; Professional Development; *Technology Education
IDENTIFIERS- Administrator Surveys; *Technology Utilization; Texas

School principals are called to be lifelong learners. The advancements of technology require school leaders to participate in ongoing education to remain skilled in and informed about technology usage. This article first provides a literature review, discussing the need for continuing education in technology for school administrators as lifelong learners. Secondly, it discusses the types of technology education

ED 432 266 IR 019 636

Chambers, Dianne P.; Stacey, Kaye
Using Technology Effectively in the K-6 Classroom: Professional Development for Teachers.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Resources; Elementary Education; Elementary School Teachers; *Faculty Development; Foreign Countries; Inservice Teacher Education; Instructional Effectiveness; Learning Modules; Material Development; *Multimedia Materials; Optical Data Disks
IDENTIFIERS- *Technology Integration; Technology Utilization; United States; University of Melbourne (Australia); Virtual Classrooms

There are many sources of professional development for K-6 teachers that help them learn how to use computers, but much less is available on how to use computers in classrooms to enhance learning. Members of the Department of Science and Mathematics Education at the University of Melbourne (Australia) have developed CLICK! (Computers and Learning in Classrooms: K-6), a professional development CD-ROM resource for teachers about effective uses of computer in the K-6 classroom. CLICK! comprises 36 professional development modules, 30 associated case studies, and video and multimedia materials illustrating how computers can be used to enhance learning. This project involved teachers and academics involved in teacher education from Australia and the United States and has resulted in a powerful resource to support K-6 teachers in integrating computers into their classrooms. (Author/AEF)

ED 432 267 IR 019 637

Connell, Michael L.; Abramovich, Sergei
New Tools for New Thoughts: Effects of Changing the "Tools-To-Think-With" on the Elementary Mathematics Methods Course.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Change; Educational Technology; Elementary Education; *Elementary School Mathematics; Higher Education; Instructional Design; Instructional Development; Mathematics Education; *Mathematics Instruction; Methods Courses; Professional Continuing Education; *Spreadsheets; Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- *Technology Integration; Technology Role

A central tenet of mathematics education reform is the integral

ED 432 287 IR 019 657

Liao, Yuen-kuang Cliff
Gender Differences on Attitudes toward Computers: A Meta-Analysis.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Anxiety; *Computer Attitudes; *Educational Research; Females; Foreign Countries; Information Technology; Literature Reviews; Males; Meta Analysis; Research Needs; *Sex Differences
IDENTIFIERS- Computer Use; Computer Users

A meta-analysis was performed to synthesize existing research on the effect of gender differences on attitudes toward computers. A total of 106 studies were located from three sources, and their quantitative data were transformed into Effect Size. Nine variables were selected for coding: nationality of subjects, population group, sample size, type of publication, year of publication, reliability of measure, statistical power, statistics, and type of attitude. The results suggest that male subjects had slightly higher (more positive) attitudes toward computers than female subjects. While many authors have indicated that women and girls are more likely to hold lower attitudes toward computers than males, the results of this study provide accumulated research-based evidence to support this hypothesis. Left unanswered is the question of what factors truly contribute to the differences. Studies of this question will require further clarification of the exact relationship between gender and computer learning. This meta-analysis points out only that gender differences on attitudes toward computers exist. (Contains 31 references.) (Author/AEF)

ED 432 288 IR 019 658

McFerrin, Karen M.
Incidental Learning in a Higher Education Asynchronous Online Distance Education Course.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Graduate Study; Higher Education; *Incidental Learning; *Individual Development; *Instructional Effectiveness; Learning Activities; Qualitative Research; Self Management; Teleconferencing; World Wide Web
IDENTIFIERS- Northwestern State University LA; *Technology Utilization

The purpose of this study was to examine and describe the incidental learning activity of students in an asynchronous online course in a higher education setting. This research was conducted with data collected from interviews, journals, observations, email messages, and online conferencing software

ED 432 308 IR 019 678

Whipp, Joan L.
Facilitating Critical Reflection about Field Experiences on E-Mail: Emancipatory Teaching in Cyberspace.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Field Experience Programs; *Group Discussion; Higher Education; *Listservs; Methods Courses; Preservice Teacher Education; *Reflective Teaching; *Student Experience; Teaching Methods; Undergraduate Study

This paper reports findings in a study of an e-mail discussion activity in an undergraduate methods course. Students were asked to contribute an e-mail message to the class discussion at least once every two weeks; they could write on any topic suggested by their field experiences or related class discussions and readings. Critical interpretative methods were used to examine levels of reflection in student e-mail discussions and the degree of support for critical reflection offered in the e-mail activity. Findings suggest that the e-mail activity promoted some reflection among the participants and that, as the discussion developed, joint interpretations of field experiences by the participants increased, but critical reflection was rare. In light of the findings, the following suggestions for increased structural supports for critical reflection are offered: (1) help students identify problems and issues that emerge from their field experiences; (2) clarify expectations for critical reflection; (3) take a more active role as facilitator in the e-mail discussions; (4) integrate the e-mail conversations with what goes on in face-to-face meetings; and (5) continually monitor and support the joint negotiation of meaning that goes on in the discussions. (Contains 24 references.) (Author/MES)

ED 432 309 IR 019 679

Justice, Madeline C.; Espinoza, Sue
Online Communication--Building Learning Communities.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Community Development; *Computer Mediated Communication; *Educational Environment; Futures (of Society); Higher Education; *Individual Development; Internet; *Interpersonal Communication; Teacher Education; Teacher Role
IDENTIFIERS- *Learning Communities; Technology Role

Children in today's society must function in many environments. The home, family, school, neighborhood, peers, and society generally shape our children for the future. Teachers, partners of this cyclical challenge, have to be prepared to help students meet the challenges of the world 2000. Teachers can learn to meet this goal by creating learning communities

ED 432 328 JC 990 454

Nussbaum, Thomas J.; Cabaldon, Christopher L.
Developing Contingent Funding Methods for the Partnership for Excellence: A Chancellor's Office Working Paper.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Community Colleges; *Educational Finance; *Educational Planning; Enrollment Influences; Enrollment Trends; Financial Policy; Financial Problems; Financial Support; Government School Relationship; *Organizational Objectives; *Partnerships in Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document discusses the principles that guide the development of the contingent funding methods and the implementation criteria for the Partnership for Excellence Program, as well as significant issues and questions for the system to resolve. The first principle states that the level and pace of progress toward the Partnership goals are not expected to be uniform among all 71 districts in California. Secondly, the funding methods and implementation criteria should reflect that progress will differ among the five Partnership goals over time. The third principle states that the level of progress is dependent upon: (a) the State's responsibility to provide full funding for enrollment growth, inflation, and the Partnership itself; and (b) exogenous factors beyond the direct control of the system, the colleges, and the State. The fourth principle supports permanent funding in order to allow districts to make long-term plans. The fifth principle allows for funding to be adjusted based upon the level of improvement achieved by district. The sixth principle provides for a reward structure to encourage districts to reach their performance goals. The seventh principle demands an accountability system to prevent grade inflation, or manipulation of data. Finally, the eighth principle encourages an easily comprehensible system. The document concludes with a brief description of the process and time frame for the activities mentioned. The appendix contains the education code. (TGO)

ED 432 329 JC 990 455

A Workplan for Distance Education Policy: Planning for the California Community Colleges.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cooperation; *Distance Education; *Educational Policy; *Educational Technology; *Institutional Mission; Organizational Objectives; Teaching Methods; Technological Advancement; Technological Literacy; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Distance education offers the potential to further the missions of the community colleges in significant ways. However, the practice of education will not change without corresponding changes in our fundamental views of teaching and learning as

Dimensions" (Barbara Garner); "Retention and the GED" (Jamie D. Barron Jones); "The Spanish GED" (Anastasia K. Cotton, Bertha Cantu-Lujan); "Changing Approaches to Math" (Cynthia J. Zengler); "Why Is Change So Hard?" (Marcia Drew Hohn); "How Teachers Change" (Virginia Richardson); "Dinosaurs and Upstarts: Organizational Change at CASA Latina" (Hilary Stern); "A Story of Improvement" (Jane Cody, James Ford, Kathleen Hayward); "Facilitating Inquiry-Based Staff Development" (Jereann King); "An Unexpected Outcome" (Edith Cowper); "Lessons from NCSALL's National Center for the Study of Adult Learning and Literacy Outcomes and Impacts Study" (Hal Beder); "Less Teaching and More Learning" (Susan Gaer); "Knowledge in Action: The Promise of Project-Based Learning" (Heide Spruck Wrigley); "Turning Obstacles into Opportunities" (Deborah L. Johnson); and "Voter Education, Registration, and Action (VERA)" (Andrea Nash). Each issue also contains regular features and resources. (KC)

ED 431 869   CE 078 027

Edwards, M. Craig; Briers, Gary E.
Assessing the Inservice Needs of Entry-Phase Agriculture Teachers in Texas: A Discrepancy Model versus Direct Assessment.
PUB DATE- 98
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1998). For phase I, see ED 431 101.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Beginning Teachers; Competence; Competency Based Teacher Education; *Educational Needs; Educational Research; *Inservice Teacher Education; Needs Assessment; Postsecondary Education; Secondary Education; State Surveys; *Teaching Skills; *Vocational Education Teachers
IDENTIFIERS- Texas

Phase II of a two-part study identified the inservice needs of 63 entry-level agriculture teachers in Texas by comparing rankings of inservice needs as determined by direct assessment in phase I and as determined by a mean weighted discrepancy score. In phase II, teachers rated the level of importance of 163 competencies. A discrepancy score was calculated for each teacher on each competency by subtracting the ability rating from phase I from the importance rating; a weighted discrepancy score was calculated for each teacher on each competency by multiplying the discrepancy score by the mean importance rating for the competency; and a mean weighted discrepancy score for each competency was determined by dividing the sum of the weighted discrepancy scores by the number of observations for that competency. Competencies were ranked by mean weighted discrepancy scores. Four competencies ranked among the top 15 on the mean weighted discrepancy score and expressed needs mean: assisting students in preparing for and succeeding in Future Farmers of America programs; using the Internet as a teaching tool; implementing Tech Prep and school-to-work initiatives; and integrating computer-assisted design into agricultural mechanics. When ordered based on mean weighted discrepancy score, the 20 highest-ranking competencies represented 9 of 14 competency areas; 15 of these 20 came from 4 areas related to facilitating the following: (1) change in curriculum and technologies, (2) balance in personal and professional roles, (3) positive public image, and (4) student leadership and personal growth. (Contains 26 references) (YLB) orientation, facial expression, gesture, and posture. Across cultures, distinct differences occur in postural demands during interaction. For example, in certain cultures, bowing before elders rather than shaking hands conveys respect while in other cultures, sitting at the elders' feet conveys respect. Because most new applicants to the workforce in the next decade will be either female or members of minority groups, employers can respond more effectively to the cultural values and do a better job of attracting, hiring, and retaining workers by understanding the influence of culture on the work force (Contains 34 references) (KC)

ED 431 886 CE 078 842

School Survival Kit for Parents. Helping Your Kids Cope with Reading, Writing, and Maths at School. Presenter's Guide. Workbook.
PUB DATE- 99
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Educational Resources; Elementary Education; Foreign Countries; Kindergarten; Learning Activities; Lesson Plans; *Parent Education; Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Workshops; Teaching Methods
IDENTIFIERS- Australia (Victoria)

Developed in Australia, this Survival Kit for Parents is a program to enable parents to help their children with kindergarten and primary school education. The kit provides hands-on knowledge and skills for parents in regard to their child's education, as well as allowing parents to work towards credit in general education for adults. The Survival Kit includes a presenter's guide and a workbook for participants. The presenter's guide provides information for each of the 14 topics covered in the participant's workbook and includes a topic overview, topic aims, and preparation needed. Each topic includes these two sections: a suggested lesson plan (presenter notes, discussion topics, and activities) and assessment tasks based on nine learning outcomes. For some topics, there is an additional section on homework. The following topics are covered: (1) introduction; (2) encouraging your child; (3) understanding your school; (4) children's literature; (5) reading; (6) writing; (7) spelling; (8) mathematics anxiety; (9) learning mathematics; (10) place value; (11) number skills; (12) metrics; (13) other school subjects; and (14) returning to study. In addition, the presenter's guide provides information on marketing the parent-education program, assessment tasks, and recordkeeping. (KC)

ED 431 887 CE 078 844

What Works! Colorado High School Senior Survey 1999. Initial Results.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Developing Nations; Educational Needs; Educational Objectives; Educational Policy; Foreign Countries; Job Training; Learning Theories; *Literacy Education; Needs Assessment; Nonformal Education; Policy Formation; Public Policy; Research Needs; State of the Art Reviews
IDENTIFIERS- *Post Literacy Programs

Current practice in postliteracy (PL) instruction was reviewed. In all cases, PL programs were considered programs of further learning. Some PL programs were concentrating on further developing literacy skills, whereas others were concentrating on skill training, group formation, or further education based on nonformal curricula. Although adult literacy class graduates were the primary target of current PL programs, others (especially younger persons) were often admitted. The main provision for PL is in the form of development of PL materials--reading materials of an improving nature, intended to promote central visions of development. The aim of PL is to help adults of all kinds practice literacy in real situations by using found texts, instead of helping them learn further literacy skills using texts specially prepared for that learning. The staffing of PL is usually the same as for initial literacy training (ILT), and specific training for PL is virtually nonexistent. Although the traditional model of PL as the provision of further specially prepared learning programs for completers of ILT programs remains strong (most likely because of a lack of clarity about new approaches to PL), the evidence that the traditional model of PL is failing was clear. It was proposed that PL be redefined as the provision of assistance to all those who feel that they are having difficulties with the practice of literacy in real situations, and that such assistance be provided outside the classroom, as well as in it, at the time and point of need. (Contains 171 references. Appended is a list of 13 related reports.) (MN)

ED 431 904   CE 078 889

Carney, Thomas Q., Ed.; Luedtke, Jacqueline R., Ed.; Johnson, Jeffrey A., Ed.
Collegiate Aviation Review 1998.
PUB DATE- 98
NOTE- 70p.; This review is published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Airports; *Aviation Education; Behavioral Objectives; *Curriculum Development; *Education Work Relationship; Educational Needs; Educational Objectives; Educational Practices; *Educational Quality; Educational Research; Employment Qualifications; Higher Education; Job Training; Learning Processes; Long Range Planning; Managerial Occupations; National Surveys; Program Evaluation; Student Evaluation; Technical Occupations; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- Global Positioning System

This document contains four peer-reviewed papers about university-level aviation education that were presented at the 1998 Fall Education Conference of the University Aviation Association. "Setting the Foundation for Effective Learning: Utilizing the Cognitive, Affective, and Psychomotor Domains to Establish Rigorous Performance Learning Objectives in Postsecondary Aviation Programs" (Jeffrey A. Johnson, Michael D. Ferguson)

Questionnaires; School Effectiveness; Student Experience; Student Publications; Student Research

A team of four high school juniors conducted a field study to determine the value that college admissions directors place on school-to-work (STW) experiences, which were defined not as traditional vocational education but rather as field study designed to give students an appreciation for and practice in exercising the skills and competencies necessary to succeed in college and throughout their careers and lives. Data came from interviews with admissions officers from a sample of 36 lower-, middle-, and high-tier colleges and universities across the country. High school academic performance was the first criterion considered in the college admissions process. The higher the quality of the college/university, the greater the value placed on extracurricular activities, including STW. Most admissions officers surveyed were unfamiliar with STW. Three-fourths of those surveyed placed little or no value on STW programs such as career exploration and job shadowing; however, two-thirds placed high value on service learning and internship programs. Fewer than 10% of those surveyed believed that the value placed on STW programs in the admissions process would increase. (Appended are the following: confirmation letter; interview questions; list of colleges/universities interviewed; list of STW definitions; notes from the team and project manager; and report forwarding letter.) (MN)

ED 431 923 CE 078 944

Inglis, Tom; Murphy, Mark
No Room for Adults? A Study of Mature Students in University College Dublin.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; Administrator Attitudes; Admission (School); *Dropout Characteristics; Educational Attainment; *Educational Attitudes; Educational Policy; Educational Practices; Educationally Disadvantaged; *Enrollment Influences; Foreign Countries; Full Time Students; Higher Education; *Nontraditional Students; *Outcomes of Education; Part Time Students; Student Attitudes; *Student Characteristics; Tables (Data)
IDENTIFIERS- *University College Dublin (Ireland)

A stratified sample of 554 mature students at University College Dublin (UCD) in Ireland was studied. The sample included 200 unsuccessful applicants, 98 full-time mature students, 95 mature graduates, 100 modular bachelor of arts students, and 61 students who withdrew from UCD. A 50% response rate was achieved. The typical mature student was equally likely to be male or female, over 30 years of age, single, childless, and from an upwardly mobile social background. Most had taken some educational courses since leaving school. Three-fourths of those who completed degrees were female. Compared with their fellow mature students, unsuccessful applicants were younger. Modular degree program students were more likely to be married with children. The modular degree program appeared to be serving as the main access route into second-chance higher education for educationally disadvantaged adults. Most students surveyed enjoyed their courses, academic life, and being a student; however, many were unhappy about the amount of time employee skills. "The Effect of Study Skills Training Intervention on United States Air Force Aeromedical Apprentices" (John C. Griffith) demonstrates how study skills intervention resulted in a significant increase in the end-of-course scores of a sample of 90 randomly selected Air Force members enrolled in a 3-month allied health technical course. "Helping Employees Develop Computer Skills While at Work: An Exploratory Study" (Henriette M. Pranger) reports on a study of how employees develop computer skills at work and presents strategies for enhancing the learning of computer skills in classroom and daily work settings. "Defining Core Problems for On the Job Training: An Example in the Car Repair Trade" (Simone J. van Zolingen, Jan N. Streumer) presents an instrument for systematic description of core problems that was developed after interviews with 30 individuals in 3 occupations (service manager, diagnostic mechanic, and garage receptionist). In "How Can Firms Improve Sales Performance?" (Camille M. Busette), the results of focus group interviews are used to demonstrate that all firms, regardless of their industry or market share position, must overcome very similar problems when conducting training designed to improve sales performance. (MN)

ED 431 942   CE 078 974

Instructional Technology.
PUB DATE- 99
NOTE- 22p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Bailey and Hahn (10-2) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; Computer Assisted Instruction; *Computer Mediated Communication; Computer Simulation; *Computer Uses in Education; Distance Education; Educational Technology; Higher Education; Human Resources; *Labor Force Development; *On the Job Training; *Online Systems; *Outcomes of Education; Teacher Motivation; Teaching Methods; World Wide Web

The first of the three papers in this symposium, "Performance- and Learning Support with On-line Help Systems: An Effectiveness Study" (Theo J. Bastiaens, Jan N. Streumer, Yvette Krul) is a study of a method to cut training expenditures for production, planning, engineering, and inventory employees by implementing an online help system for questions and training needs. After 3 months, the employees still were below needed competence because of lack of training in using the online help system, the unsuitability of such a system to answer all training needs, and the lack of integration of the system with general training. The second study, "Readiness of HRD Human Resources Development Instructors to Engage in On-line Instruction" (Chanidprapa Suriya, Tim L. Wentling), which investigated the readiness of two groups of HRD professionals to engage in online instruction and use computer-mediated communication, found that respondents seem to have a positive attitude regarding their use of computers and new technologies, although they are not certain about the effectiveness of computer-based training in comparison to a traditional classroom. In the third paper, "Motivating Community College Instructors to Teach On-line: An Exploration of Selected Motivators" (James J. Kirk, Harold Shoemaker), the investigation explored differences in study documenting that the following items make a difference in the school-to-work transition: learning path, curriculum characteristics, individual characteristics, organizational factors, and labor market factors. "Predictors of Success in Welfare-to-Work Training for the Information Technology Workforce" (Albert K. Wiswell, Margaret G. McCrudden) examines the extent to which various assessments conducted at the time of entry into a welfare-to-work demonstration program were able to predict participants' success in obtaining an information technology job. "Workforce Preparation in a Rural Context: A Curriculum Integration Intervention" (Gene L. Roth) reports on a 3-year project that was funded by a state board of education to help integrate science and applied agriculture in four rural school systems. "Human Resource Related Characteristics in Selected Small Manufacturing Companies in Mexico" (William R. Venable), which is based on interviews with executives from 31 selected Mexican companies, concludes that, in Mexico, training activities focus on employee relations more than on employee development and high-performance work practices are rare. (MN)

ED 431 960 CE 078 992

Individual Differences in Learning.
PUB DATE- 99
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Parry (28-2) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Adult Education; Age Discrimination; American Indians; *Cognitive Style; Elementary School Teachers; Employed Women; Employer Employee Relationship; Field Studies; *Individual Differences; Information Seeking; *Labor Force Development; Leadership Styles; *Learning Processes; Principals; Teacher Selection; Values; Work Attitudes
IDENTIFIERS- Creek (Tribe); Human Resource Specialists

This document contains three symposium papers on individual differences in learning. "Creek Women's Perceptions of Work: A Qualitative Study" (Barbara Bussell Kawulich, Carol D. Hansen), which is an ethnographic study, discusses differences between the value systems held by Creek women and those of the mainstream population. "Subordinates' Information Seeking Behavior: Empirical Investigation of the Effect of Perceived Leadership Style and Individual Differences" (Svjetlana Madzar), which is based on a field study, shows general support for the hypothesis that the content and frequency of information seeking by subordinates from their superiors will depend on the individual superior's leadership style. "An Empirical Study of Age Discrimination in Teacher Selection with Application to HRD Human Resource Development " (Jeffry S. Bowman, Kiyoe Harada) reports on a study that found possible age discrimination when matched ages were used for hypothetical elementary teacher applicants and elementary principals to determine whether principals' evaluations of applicants were influenced by principal and applicant ages. (MN)

ED 431 961 CE 078 993

Linking HRD Practice and Research.
PUB DATE- 99
NOTE- 31p.; In: Academy of Human Resource Development (AHRD)

Los Angeles (UCLA) Center for Mental Health in Schools Training and Technical Assistance Center. Part 2 contains an annotated bibliography of documents concerning quality assurance from the UCLA Center for Mental Health in Schools Training and Technical Assistance Center's clearinghouse. Part 3 is a regional list of consultants. (MKA)

ED 431 979 CG 029 329

Martin, G.; Roeger, L.; Dadds, V.; Allison, S.
Early Detection of Emotional Disorders in South Australia: The First Two Years.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counselors; Delinquency; Depression (Psychology); *Emotional Problems; Government Role; Government School Relationship; Health Promotion; High School Students; High Schools; Parent Child Relationship; *Prevention; Program Implementation; *Suicide
IDENTIFIERS- *Adolescent Suicide; Australia (South Australia)

Each year about 30 young South Australians die from suicide. Schools have a responsibility to help address the mental health concerns of students to ensure the development of mature and productive citizens for the future. The program outlined in this booklet is designed to help reduce the suicidal behaviors in young people. The report summarizes the results from the first 2 years of the Early Detection of Emotional Disorders Program implemented in 17 high schools in Australia. Contents include: (1) "Introduction"; (2) "Program Design and Implementation"; (3) "Student Profile"; (4) "Families and Parenting"; (5) "Mental Health"; (6) "Delinquent Behaviour"; (7) "Suicidality"; (8) "Vulnerable Students"; and (9) "Concluding Remarks". (Contains a glossary of terms and 91 references.) (JDM)

ED 431 980 CG 029 331

Martin, Graham; Clark, Shelia; Beckinsale, Paul; Stacey, Kathleen; Skene, Clive
Keep Yourself Alive. Prevention of Suicide in Young People: A Manual for Health Professionals.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Instruction; *Counselor Role; Depression (Psychology); Educational Media; *Emotional Problems; Foreign Countries; Government School Relationship; Health Promotion; High School Students; High Schools; Males; Needs Assessment; *Prevention; Program Implementation; *Suicide; Theory Practice Relationship
IDENTIFIERS- Australia (South Australia)

This manual is a ready reference guide to audio-visual resources of the "Keep Yourself Alive" program. It provides information prevention month activities for 1999 and into 2000, the year the Take a Bite Out of Crime character, McGruff the Crime Dog, celebrates 20 years of existence. This 15-month planning calendar provides long-term strategies for preventing crime in the community, which can be carried out year round; ideas for how to celebrate McGruff's 20th anniversary in October 2000; a list of publications, web sites, a sample press release and proclamation, licensed products and other resources; tips on how to get news coverage for hosting a neighborhood event and what to say during coverage; an event planning calendar; and reproducible materials to help spread crime prevention messages. The calendar provides alerts to other national crime prevention events and conferences. A list of Crime Prevention Coalition of American member organizations is included. (MKA)

ED 431 999 CS 013 603

Hagerty, Patricia J.; Foster, Ann M.; Cobb, Brian
An Examination of Early Intervention Reading Programs in the Denver Area.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Early Intervention; Evaluation Criteria; Interviews; Observation; Primary Education; Program Evaluation; Questionnaires; *Reading Programs; Reading Research
IDENTIFIERS- *Colorado (Denver); Theory Based Evaluation

A study compared and contrasted various early intervention reading programs, examining 12 early intervention programs in 10 school districts within 60 miles of the Denver metropolitan area. Programs selected were considered to be district-wide, had been in place for at least a year, had coordinators who agreed to be interviewed, were designed for students in first and/or second grade in a one-on-one or small group situation, and agreed to let the researchers observe a "typical lesson." Eighteen questions (based on J. Pikulski's "characteristics common to successful early intervention programs") were asked of the coordinators, and for each question, researchers read through the answers and established categories, allowing reporting of much data and generating major themes. Observation showed that most lessons were taught in 30 minutes, were focused, and moved along quickly. Results are discussed according to Pikulski's characteristics. Findings suggest that many of the programs did not depend on "strong, effective programs of regular reading instruction" and that although all coordinators considered reading for meaning as an overall goal, none mentioned fluency as a major goal. Ten recommendations for districts interested in implementing "research-based" early intervention programs resulted from the study. (Includes a list of the school district and the program name and a graph showing the program match with Pikulski's characteristics. Contains 10 references. Appended are interview questions and a lesson observation form.) (NKA)

ED 432 000 CS 013 604

A Framework for Literacy in a Brain-Compatible Environment.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (ASCD)

in all aspects of technology and Public Relations produced an expanded category for Technology and Graphics. The bibliography is subdivided into 41 categories including campaigns; corporate image impression management; crisis management; education; ethics; international relations; law; marketing; public opinion persuasion; research; speech spokespersons; visual communication; and writing techniques. An alphabetical list of journals is attached. (RS)

ED 432 022 CS 510 105

O'Connor, Penny; Chatham-Carpenter, April
"The 'Mouse' That Roared": Using Computer Labs for Basic Course Group Projects.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Centers; *Computer Uses in Education; *Group Activities; Higher Education; Instructional Effectiveness; *Introductory Courses; *Laboratories; Learning Laboratories; *Speech Communication; Writing Assignments

One of the challenges in teaching a hybrid Basic Course in Communication is the wide variety of topics that can be covered in one semester. Two basic course instructors have found that their recently opened Basic Course computer lab gave them the opportunity to develop interdisciplinary assignments to help more efficiently address various communication contexts and topics in the basic course. This paper tells about one such assignment found to be successful in introducing students to group communication concepts, different cultures, relevant technological applications, and multi-media presentation tools. The paper: (1) outlines the basic assignment and explains two "tracks" for the project they tried (i.e., presenting intercultural group topics using multi-media, presentation tools; teaching some technological application as a group); (2) discusses results and outcomes of doing this assignment over two semesters; and (3) provides recommendations for others planning to utilize similar assignments. Appendixes contain a list of computer lab hardware and software; a group decision-making assignment; instructions for a group analysis paper; and a group discussion evaluation form. (Author/RS)

ED 432 023 EA 029 241

Yates, Lyn
Dreams of the Future in an Era of Change: Longitudinal Qualitative Research Speaks Back to Policy Studies.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Researchers; Foreign Countries; *Inquiry; *Longitudinal Studies; *Qualitative Research;

commuter marriages, and they are also more likely to be seen as responsible for domestic chores. Women have a more difficult time relocating than do men; female superintendents who are married must have husbands who are willing to relocate, to take on household chores, and to withstand the public scrutiny of the job. There are fewer opportunities for advancement in small districts, where many women have numerous years of experience, and most women are reluctant to relocate. Women must also endure the sex-role stereotypes still evident in school boards, which are many times made up of white males. The report concludes with 12 bits of wisdom offered by a woman who is a former superintendent and who has 28 years of experience. Contains 14 references. (RJM)

ED 432 042 EA 029 905

Chiu, Shuwan; Wardrop, James L.; Ryan, Katherine E.
Use of the Unbalanced Nested ANOVA To Examine the Relationship of Class Size to Student Ratings of Instructional Quality.
PUB DATE- 99
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Class Size; Educational Quality; Elementary Secondary Education; *Student Attitudes; *Student Motivation; Teacher Effectiveness; Teacher Student Ratio
IDENTIFIERS- *Instructor and Course Evaluation System

This report examines how class size and course motivation are related to evaluation results, its purpose being to provide a comparison of rating differences on the Instructor and Course Evaluation System (ICES). ICES offers faculty a computer-based catalog of over 1,000 survey items. The article is based on a study that sought to extend the ICES research by using an unbalanced nested ANOVA to analyze the effects of five factors: course motivation, course level, class size, academic discipline, and individual class differences on (1) student ratings of instructors; and (2) student ratings of overall course quality. The results of the ANOVA showed that course motivation, course level, class size, discipline, and individual class do influence student ratings of both teaching effectiveness and course quality. Different combinations of course motivation, level, and discipline displayed different patterns of student ratings. The significant two-way interactions (in which one of the factors alters the effect of the other) were course motivation and discipline, course level and class size, and course level and discipline. Generally, ratings of elective courses were higher than those of mixed courses, and ratings of mixed courses were higher than those of required courses. Higher level classes had higher ratings than lower level ones. Contains 27 references, 10 figures, and 9 tables. (RJM)

ED 432 043 EA 029 906

What Are You Doing To Improve Your School? Information for School Principals on Washington's School Improvement Strategy, Leading Your Staff, Communicating with Your Community.
PUB DATE- 99
NOTE- 48p.

for principals and school-site administrators evaluation; the California beginning-teacher support and assessment program evaluation; a study that documents language development in a Canadian school district; a tobacco-use prevention education program; a beginning-teacher support and assessment program; and a study of student success and school to career. A fiscal summary outlining operations, revenue, and expenditures, and a list of CERC publications, sponsors, members, faculty, and staff is also provided. (RJM)

ED 432 061 EA 029 932

School Law in Review, 1999. Papers presented at the National School Boards Association Council of School Attorneys' Annual School Law Seminar (San Francisco, California, April 8-10, 1999).
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Legal Responsibility; School Administration; *School Law; School Policy; School Security; Student Rights

The Annual School Law Seminar, held in conjunction with the conference of the National School Boards Asociation (NSBA), is the NSBA Council of School Attorney's forum for presenting the most recent developments in the practice of school law. The two general sessions and two concurrent sessions included the following papers: "Presenting Threats of Violence in Schools from Turning into a Tragedy" (Lisa L. Swem); "The Attorney's Role In Responding to Violence: A Case Study of Jonesboro, Arkansas" (Janet L. Pulliam); "Preparing to Handle the News Media During a Crisis" (Anne-Marie St. Germaine); "The New Accountability: Legal Implications of High Stakes Testing in Education" (R. Craig Wood, Dana T. Buckman); "What to Ask--Legal and Policy Issues in Conducting Effective Background Investigations" (A. Dean Pickett); "What to Tell--Legal and Policy Problems with References About Former Employees" (Thomas W. Pickrell); "The Attorney-Client Privilege: Challenges to a Traditional Value (Nancy Fredman Krent, Roopal Mehta Saran); "Bargaining and Labor Relations Issues of School Reform: Higher Standards for Certification/Re-certification of Teachers and Merit Pay Based on Student Performance" (David A. Farmelo); "Collective Bargaining and School Reform" (Frank J. Fekete); "Public Relations Aspects of Managing a Strike" (J. Robert Kettlewell); "IEP Development and Placement: A 'Serviceable Chevrolet' for All, Not a 'Cadillac' for Some" (Deryl W. Wynn, Juliann Johnson); "Practical Suggestions to Educators: Avoiding Procedural Violations of the IDEA" (Julie J. Weatherly); and "Disciplining the Disabled: An Analysis of the Law and Court and Hearing Officer Interpretations Under the Reauthorized IDEA" (Janet Little Horton). (AA)

ED 432 062 EA 029 933

Heid, Camilla; Webber, Ann
School-Level Implementation of Standards-Based Reform: Findings from the Follow-up Public School Survey on Education Reform.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 517p.
LANGUAGE- English

resolution procedures (i.e., formal complaint resolution, mediation, and/or due process procedures) is currently maintained by fewer than 10 states. (CR)

ED 432 081 EC 307 283

Non-Cessation of Educational Services. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Discipline Policy; *Educational Responsibility; Elementary Secondary Education; *Expulsion; School Policy; *State Departments of Education; *Suspension

This report discusses the outcome of a study that investigated the policies of three states that require educational services for all students who are suspended or expelled. The state education departments in California, Hawaii, and Nebraska were asked whether they had special legislation which requires that any student who is suspended or expelled continues to receive educational services and if they collected data related to non-cessation of educational services. Results indicate that all three states have specific legislation requiring educational services and collect different types of information. The specific legislative language requiring educational services is provided for each state, along with the types of data that are collected. (CR)

ED 432 082 EC 307 287

Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; *Disabilities; Discipline; Discipline Policy; Educational Legislation; Elementary Secondary Education; *Individualized Education Programs; Intervention; Parent Role; *Policy Formation; Professional Development; School Districts; *State Regulation
IDENTIFIERS- *Behavior Management; Illinois

This document is designed to provide guidance to Illinois school administrators on positive behavioral interventions with students with disabilities. It begins with a description of the Illinois statute addressing behavioral interventions and then provides information on district policy guidelines on establishing and maintaining a committee to develop policies and procedures for students with disabilities who require behavioral interventions. The statute requires that the policies and procedures include the following components: (1) emphasis on positive interventions; (2) procedures and methods consistent with generally accepted practice in the field of behavioral interventions; (3) criteria for determining when a students with disabilities requires a behavioral intervention plan; (4) procedures for developing a behavioral intervention asked questions concerning student records in the broad spectrum of education programs, explains the basic requirements of federal law concerning access to, disclosure of, and destruction of education records, makes suggestions for the creation and improvement of model policies and forms, and provides a convenient point for current reference and guidance to further resources. Separate sections of the book address requirements regarding student records as they apply in infants and toddlers programs, preschool programs, Head Start programs, post-secondary institutions, and students with disabilities. Appendices include FERPA statutes and regulations, relevant provisions from the Individuals with Disabilities Education Act, judicial decisions, and policy letters from the U.S. Department of Education concerning student records. A model notification of student rights and sample letters and forms are also included in the appendices. (CR)

ED 432 100 EC 307 305

Rosenfeld, S. James; Bluth, Linda F.
Transporting Students with Disabilities: A Manual.
PUB DATE- 93
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bus Transportation; Compliance (Legal); *Disabilities; *Discipline; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Individualized Family Service Plans; Infants; Preschool Education; Staff Development; *Student Rights; *Student Transportation; Symptoms (Individual Disorders); Toddlers; Training Methods
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973

This manual is designed to provide the special education and transportation community with one source for both legal and practical information on the transportation of students with disabilities. It provides information on the following topics: (1) the legal context of transportation of students with disabilities; (2) transportation considerations for students with disabilities; (3) characteristics of various disabilities; (4) special factors in transportation, including legal and service factors; (5) the role of the Individualized Education Program (IEP) in transportation, IEP requirements, attendance at IEP meetings, and tips for IEP meetings; (6) the role of the Individualized Family Service Plan (IFSP) for transporting infants and toddlers with disabilities, IFSP requirements, attendance at IFSP meetings, and tips for IFSP meetings; (7) discipline, suspension, and expulsion procedures for students with disabilities; (8) safety considerations for students with disabilities; (9) personnel training; and (10) resources. Appendices include an explanation of the laws affecting transportation (the Fourteenth Amendment to the U.S. Constitution, the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act), a glossary of relevant terms, publications and organizational resources, education regulations, and sample parental consent forms. (CR)

ED 432 101 EC 307 306

Videotape Recordings

This 37-minute videotape recording demonstrates selected interventions to assist infants and toddlers with multiple disabilities, including vision and hearing loss, in developing early communication and other skills. Emphasizing the critical importance of early intervention, the video is designed to help service providers and families create effective communication strategies that encourage cognitive development and functional abilities in young children with visual impairments and multiple disabilities and those who are deaf-blind. A guide accompanies the videotape and describes the challenges of deaf-blindness and early intervention legislation. Each segment of the videotape is discussed, with key concepts highlighted. Suggestions for using the videotape with families are provided, along with a glossary of relevant terms and a list of resources. (Contains 15 references.) (CR)

ED 432 120 EF 005 315

Berry, Bobbie; Litchford, Mary D.
A Guide for Purchasing Food Service Equipment.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC.
PUB DATE- 98
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Path Method; Elementary Secondary Education; *Equipment; Equipment Standards; *Food Service; Guidelines; *Purchasing
IDENTIFIERS- Project Management

This manual provides school foodservice management with information for purchasing conventional foodservice production equipment using a decision-making process and critical pathway approach. Chapters are organized by each phase of the decision-making process, and purchasing tips are highlighted throughout the guide to give suggestions, or alert management to essential information. The first chapter focuses on helping the foodservice professional clarify the guiding principles of the decision-making process, principles that reflect the philosophy and goals of the school and community. Subsequent chapters examine industry trends, provide a view of the equipment industry, discuss project planning, explain equipment by functional areas, explore the decision-making process and specification development, explain the bid and receiving processes, and detail alternative purchasing strategies. Following a glossary of terms is an extensive appendix covering such areas as sample warranties; decision forms; equipment guidelines; checklists for equipment receiving and installation; samples of a procurement plan, solicitation/invitation to bid, and request for quotations; and descriptions of purchasing process boilerplate. (GR)

ED 432 121 EF 005 380

Peterson, James A., Ed; Tharrett, Stephen J., Ed.
ACSM's Health/Fitness Facility Standards and Guidelines. Second Edition.
PUB DATE- 97
NOTE- 211p.
LANGUAGE- English

"Towards a Binding Theory for Polish" (Malgorzata Marciniak); "Linearization and WH-Extraction in HPSG" (Gerald Penn); "On Complements and Adjuncts in Polish" (Adam Przepiorkowski); "Eventuality Negation and Negative Concord" (Przepiorkowski, Kupsc); "Negative Concord in Polish" (Frank Richter, Manfred Sailer); and "Syntax and Morphological Realization in Serbo-Croatian" (Stephen Wechsler, Larisa Zlatic). (MSE)

ED 432 142 FL 025 900

Kang, Dong-Ho
Motivational Constructs and Changes in EFL Classroom (Pilot Study).
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Classroom Techniques; *English (Second Language); Foreign Countries; *High School Students; High Schools; *Language Attitudes; *Language Role; Language Usage; *Learning Motivation; Limited English Speaking; Second Language Instruction; Student Attitudes; *Student Motivation; Surveys; Teaching Methods
IDENTIFIERS- *Koreans; South Korea

A study explored the language use patterns, motivations and attitudes toward Americans or the British in the formal English-as-a-foreign-language (EFL) classroom, changes in orientations and motivations, and instructional preferences of limited-English-proficient Korean high school students. Subjects were 40 male and 40 female students randomly selected from two Korean high schools in 1995. Results indicated that the students' language use was restricted to instrumental purposes, that their orientation was intrinsic and extrinsic as well as instrumental and integrative, that instrumental orientation appeared relatively homogeneous while extrinsic motivation was distributed among several sub-scales, and that extrinsic/intrinsic orientations and motivations were mostly involved with developmental changes, which interacted with attributed and classroom factors. In addition, females reported more positive views about the target language, culture, or community than did males. Excerpts from student comments are used to illustrate the findings. Instructional implications are discussed. (Contains 198 references) (MSE)

ED 432 143 FL 025 901

Pite, Dave
The Influence of Anxiety upon Achievement in EFL by Japanese Students.
PUB DATE- 96
NOTE- 34p.; Paper presented at the Annual Meeting of the International Congress of Psychology (26th, August 16-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Anxiety; *Communication Apprehension; *English (Second Language); Foreign Countries; *High School Students; High Schools; Oral Language; Stress Variables
IDENTIFIERS- Foreign Language Classroom Anxiety Scale; Japan; *Japanese People

This study investigated the relationships between language the sources of real power in Washington, D.C. The collection also includes short quotes on various issues related to higher education. (MDM)

ED 432 164 HE 032 136

Keating, Anne B.; Hargitai, Joseph
The Wired Professor: A Guide to Incorporating the World Wide Web in College Instruction.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *College Faculty; *College Instruction; *Computer Assisted Instruction; Computer Science; Curriculum Development; Higher Education; Programming Languages; Science History; Teaching Methods; *World Wide Web

This book provides a guide to college faculty with limited Internet experience on how to incorporate the World Wide Web (WWW) into college curriculum and instruction. The book begins with an informal history of computing and a guide to the geography of the Internet, and goes on to provide an analytical framework for thinking about networks, publishing, and computers. The book goes on to trace the development of ARPANET (Advanced Research Projects Agency Network), the precursor of the Internet and the WWW, presenting descriptions of technologies and online innovations that make up the Internet as a whole. It then examines the field of online research and the integration of the Web into the college classroom. The book goes on to provide practical tools for constructing a Web site, focusing on Web design, administrative issues, and the use of basic and advanced HTML (hypertext markup language). It concludes by examining the future of this technology and the pedagogical and design challenges of distance learning. An appendix provided useful HTML tips. (Contains 150 references.) (MDM)

ED 432 165 HE 032 137

Randall, Monica
Retention and Graduation Rates at Maryland Four-Year Public Institutions.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; College Attendance; College Freshmen; *College Students; Educational Attainment; Educational Trends; *Graduation; Higher Education; Racial Differences; *School Holding Power; Sex Differences; *State Colleges; State Surveys; *State Universities; Tables (Data)
IDENTIFIERS- *Graduation Rates; *Maryland

This report provides statistical data on retention and graduation patterns of first-time, full-time undergraduates at Maryland's public four-year colleges and universities from 1977 to 1997. Among major findings were: (1) the second-year retention rate of all first-time, full-time undergraduates was 82 percent for the cohort of students entering college in 1997, while the second year retention rate for African American undergraduates

This manual is intended for use as part of a 3-day orientation training for new faculty at the U.S. Army War College (USAWC) in Pennsylvania, a facility which trains tactical and operational leaders for policy and strategy roles in the military and related agencies. The orientation focuses on five factors which determine the value of an educational program: (1) the teacher (abilities, empathy, and support); (2) texts, learning materials, and teaching techniques (appropriateness and applications); (3) feeling welcome in the learning environment; (4) self-achievement assessments; and (5) relative challenge of the course. Following an introduction and the syllabus, the first four chapters address the following topics: the USAWC mission; the resource-rich environment of the USAWC; learner-centered, inquiry-driven graduate study; and teacher and student experience and knowledge negotiating and positioning. Chapter 5 is a reprint of "Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge" by Kenneth A. Bruffee. Chapter 6 is comprised of two reprints: "Learning Styles & Teaching Strategies" (Jeff King) and "A User's Guide to the Case Study Method of Teaching" (James F. Holcomb). Chapter 7 briefly describes a workshop conducted by Carol Barton on critical thinking, writing, and graduate study. Chapter 8 provides a handbook for a workshop on using the technology available in USAWC classrooms. The concluding chapter includes a reprint of "Becoming a Critically Reflective Teacher" (Stephen D. Brookfield). (DB)

ED 432 186 HE 032 179

Thoughts of One's Own: Innovative Leadership in Institutional Research. Proceedings of the Annual Conference of the North East Association for Institutional Research (23rd, Princeton, New Jersey, November 16-19, 1996).
PUB DATE- 96
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; College Students; Data Analysis; Higher Education; *Institutional Research; Research Methodology; Trend Analysis

This proceedings document is comprised of the 18 papers, panel presentations, and work shares presented at a 1996 conference on institutional research. The papers are: (1) "Using Cohort Analysis To Evaluate the Impact of a Support Program for Minority Students" (Hershel Alexander); (2) "The Institutional Researcher as Program Evaluator: Influencing the Development of Innovative Programs" (Anne Marie Delaney); (3) "What Price a Nittany Lion? Tuition and Fees at Penn State from 1859 to 1996" (Michael J. Dorris and O. Richard Bundy, III); (4) "Who Does the Community College Serve? One College's Experience" (Eleanor Fujita); (5) "Glass Ceilings and Sticky Floors at SUNY: Is There Gender/Race Bias in Academic Rank?" (L. Haignere and B. Eisenberg); (6) "Working with the NRC Data on Graduate Programs in the U.S.: Considerations and Concerns" (Robert J. Heffernan, Paul Snyder, Tina Grycenkov Paladinom, and Marie Paulette Matis); (7) "Developing a Profile of Retained and Attrited Students" (Tracy A. Hunt-White); (8) "Graduation Rates at the University of New Hampshire: An Historical Perspective-Morality in Retrospect" (John Kraus and Antonietta Taylor); (9) "A Sector-Wide Survey of Faculty in Private Higher Education: One State's Thoughts on the Nature of Faculty Work and Reward Systems" (Michael McGuire and Jason Casey); (10) "Placement Test Scores and Student Persistence: Institutional the workplace, arbitration and mediation, collective bargaining, collective bargaining (Canada), community colleges, comparable worth, discipline and dismissal, discrimination, diversity/multiculturalism, drug testing, ethics, evaluation, excellence, faculty, faculty organizations, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, academic librarians, long-range planning, non-faculty, part-time faculty, personnel administration, political correctness, quality of work life, retirement, retrenchment, salaries, sexual harassment, technology, tenure and promotion, and women faculty. For the professional section, topics are: health care and institutions, health care professions, nurses, professions, professions-sports. The section on information guides includes bibliographies and directories, resources and periodicals, and useful sources of information. Also included are a list of acronyms and abbreviations and author and subject indexes. (DB)

ED 432 205 HE 032 199

Como Pagar Su Educacion 1999-2000 (Funding Your Education: 1999-2000).
PUB DATE- 98
NOTE- 29p.; For the English version, see ED 423 767.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Choice; Eligibility; Federal Aid; *Federal Programs; Financial Support; *Grants; Higher Education; *Paying for College; Student Costs; *Student Financial Aid; *Student Loan Programs

This guide, in Spanish, is for students seeking financial aid for attending a college or career school. The guide uses a question-and-answer format to provide practical information on student financial aid available from the federal government. Questions and answers are organized into the following categories: choosing a school; paying tuition and other costs (how the Department of Education can help); applying for financial aid (explains the "Free Application for Federal Student Aid" (FAFSA) form in paper and electronic versions); eligibility criteria; important deadlines in the application process; Federal Pell grants; campus-based aid programs (such as Federal Supplemental Educational Opportunity grants, work-study, and Perkins loans); federal and direct Stafford loans; parent loans; Stafford and parent loan questions; contacting the Department of Education; and reducing the cost of school. Also included are lists of the Federal Student Aid Information Center's frequently requested telephone numbers, frequently requested Web sites, and state agency phone numbers. (DB)

ED 432 206 HE 032 200

Marchese, Theodore J., Ed.
AAHE Bulletin, 1998-99.
PUB DATE- 99
NOTE- 162p.; For the 1997-98 Bulletin, see ED 425 677.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Outcomes Assessment; Diversity (Student); *Higher Education;

(150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Distance Education; Educational Technology; Faculty Development; Higher Education; Instructional Design; *Interaction; *Teacher Education; Teaching Methods; *World Wide Web
IDENTIFIERS- Technology Integration; *Technology Utilization

The Internet consists of several services that, when combined, can recreate and enhance the interaction possible in teacher education. This paper discusses the strengths and limitations of several computer mediated communication (CMC) technologies available through the Internet, in three categories: (1) one-way CMC (World Wide Web, graphics, audio, video); (2) two-way asynchronous CMC (e-mail, mailing lists, message boards); and (3) two-way synchronous CMC (chat, audio conferencing, video conferencing). One-way CMC serves as the foundation for a course delivered via the Internet; lessons on the Web carry the content for the students to discuss, and the Web can also be used by the self-motivated teacher to find materials for lesson plans, student activities, and personal enrichment. The addition of two-way asynchronous CMC to a Web-based course adds a necessary element for staff development; the ability to question and interact with instructor and peers is essential in any course taken by an educator. Two-way synchronous CMC provides for the instantaneous exchange of ideas. (Contains 18 references.) (AEF)

ED 432 225 IR 019 595

Cafolla, Ralph; Knee, Richard
Adding Interactivity to Web Based Distance Learning.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; Information Technology; *Instructional Design; Instructional Effectiveness; *Interaction; Programming Languages; *World Wide Web
IDENTIFIERS- Course Development; Java Programming Language

Web Based Distance Learning (WBDL) is a form of distance learning based on providing instruction mainly on the World Wide Web. This paradigm has limitations, especially the lack of interactivity inherent in the Web. The purpose of this paper is to discuss some of the technologies the authors have used in their courses at Florida Atlantic University to overcome this lack of interactivity on the Web. The paper describes how technologies including Java/JavaScript, ActiveX/VBScript, a Web-based bulletin board, and Web Chat can make WBDL courses more interactive. (Contains 19 references.) (Author/AEF)

ED 432 226 IR 019 596

DeBourgh, Gregory A.
Technology Is the Tool, Teaching Is the Task: Student Satisfaction in Distance Learning.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology &

principals want, based on data generated from 100 elementary, middle, and secondary school principals from 23 school districts in Texas. Thirdly, it describes the types of software (i.e., word processing, presentation, spreadsheet, database, Internet, and e-mail) available to meet technology needs of school leaders. Lastly, the article discusses the implications of this study in establishing professional development programs in technology education for school leaders. (Contains 21 references.) (Author/AEF)

ED 432 246 IR 019 616

Marx, Steven
Classroom Impacts of a Master's Program in Instructional Technology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); Curriculum Development; Educational Change; Educational Practices; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Innovation; Learner Controlled Instruction; Masters Programs; Program Effectiveness; Student Surveys; Teacher Education
IDENTIFIERS- *Technology Integration; Technology Role; Technology Utilization; University of Texas El Paso

This paper examines the impact of the El Paso (Texas) Technology Innovation Challenge Grant masters program in instructional technology on the classroom practices of K-12 teachers. The program emphasizes the integration of technology into the curriculum and the use of technology to drive education reform, rather than simply focusing on technology skills. Current research is beginning to indicate that programs such as this may be successful in transforming traditional, teacher-centered classrooms to more constructivist, student-centered environments. Case study and exit survey results are the main data sources for this study. Early findings support early conclusions indicating that there is a transformational effect with cohort teachers, and change agents are graduating who are having an effect, not just locally, but on a state-wide level. Implications and areas of current and future research are discussed. (Author/AEF)

ED 432 247 IR 019 617

McCallie, Trey; McKinzie, LeAnn
Teaching Online: A Professional Development Model.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. The figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

role of technology at all grade levels. Current technological changes combined with changes in mathematics content and instructional method require elementary mathematics teachers to be able to design technology intensive lessons for exploration and discovery of these concepts through appropriate computer applications. In actual practice, however, most computer applications provided for mathematics education consist of software designed for a specific educational purpose--the "solution in a can" scenario. Furthermore, economical constraints often stand in the way of incorporating such special purpose software into an instructional setting. This paper discusses an alternative to this traditional approach which shifts the instructional focus from specific computer applications to more sophisticated uses of general purpose software. In particular, educational uses of spreadsheets are developed as an exemplar for this approach. The methods and approaches described were presented to graduate and undergraduate mathematics education majors in a continuing education course on microcomputers in the elementary mathematics classroom. (Author/AEF)

ED 432 268 IR 019 638

Fisher, Tony
A New Professionalism? Teacher Use of Multimedia Portable Computers with Internet Capability.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; Internet; Interviews; Microcomputers; Multimedia Materials; Pilot Projects; *Teacher Attitudes; Teacher Motivation
IDENTIFIERS- Laptop Computers; Notebook Computers; *Postmodernism; *Professionalism; Self Reliance; United Kingdom

This paper examines the experience of some of the teachers participating in the Multimedia Portables for Teachers Pilot, one of 25 projects composed the United Kingdom Education Department's Superhighways Initiative. The Pilot put 1,138 high-specification portable computers in the hands of practicing teachers in a range of schools. The teachers interviewed in the course of undertaking case studies as part of the formal evaluation of the Pilot generally exhibited very high levels of motivation and self-reliance. The paper re-examines these case studies in the light of specific ideas of teacher professionalism and of the transition to postmodernity. It is concluded that the Pilot has been successful in providing a context for teacher professionalism to flourish and that the Pilot was somewhat postmodern in nature--flexible, adaptable, sensitive to context, and non-prescriptive. (Contains 20 references.) (Author/AEF)

ED 432 269 IR 019 639

Robinson, Carole S.; Brewer, Sally; Erickson, David
Restructuring Preservice Teacher Instructional Media Courses.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology &

postings of 22 members of three sections of a graduate-level asynchronous online distance education course at Northwestern State University of Louisiana in the spring of 1998. Two types of incidental learning outcomes were observed. The first developed from the students' use of the technology itself. The second centered on an improvement in certain areas of the students' personal development. An increase in time management ability, self-directive behavior, self-confidence, and self-discipline occurred. The results of the study illustrate the value of incidental learning in an asynchronous online course and the need for coursework development that fosters the growth of incidental learning. (Author)

ED 432 289 IR 019 659

Mills, Steven C.
Integrating Computer Technology in Classrooms: Teacher Concerns When Implementing an Integrated Learning System.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Educational Change; Educational Practices; Elementary Education; *Instructional Effectiveness; *Instructional Innovation; *Integrated Learning Systems; *Teacher Attitudes; Teacher Surveys; Teaching Methods
IDENTIFIERS- Barriers to Implementation; Barriers to Innovation; *Stages of Concern; *Technology Implementation; Technology Integration

Schools cannot expect to obtain gains in learner achievement from computer technology if it is not properly implemented. The concerns of teachers in integrating computer technology in the classroom may impact how computer technology is ultimately implemented. This study examined the concerns of elementary school teachers implementing computer-delivered instruction. Data were collected by administering the Stages of Concern Questionnaire (SoCQ) to teachers at four elementary schools in an urban school district. Responses were analyzed for each of the seven stages of concern (i.e., how users perceive an innovation from the time they first become aware of it until they gain mastery of the innovation). The findings of the study support the position that teachers' concerns and perceptions of an integrated learning system (ILS) influence the way in which they implement an ILS. For schools to experience significant change or reform due to the integration of computer technology, the instructional concerns and practices of teachers must be carefully considered. Furthermore, the integration of computer technology must be approved, accepted, and implemented by teachers for computer technology to ultimately impact student learning while reducing instructional costs. (Author/AEF)

ED 432 290 IR 019 660

Pan, Alex C.
Effective Approaches To Teach Computer Applications to Teachers.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

through technology and sound teacher preparation programs. A program that allows preservice and inservice teachers to use online communication to enhance their personal growth is the beginning of an online community. The availability of synchronous and asynchronous activity through the use of WebBoard is demonstrated and explained in this paper. Samples of assignments, solutions to problems teachers faced online, and ideas for future assignments are discussed. (Author/MES)

ED 432 310 IR 019 680

Schroeder, Eileen E.; Zarinnia, E. Anne
Argumentation Online: The Use of Computer Conferencing.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Mediated Communication; Computer Uses in Education; Critical Thinking; *Group Discussion; Higher Education; Instructional Design; Learning Strategies; *Persuasive Discourse; Teaching Methods; *Teleconferencing; World Wide Web

This paper examines the mechanics of argumentation, some features of computer conferencing software that might support this teaching and learning method (e.g., strategies for sharing, examining and commenting on various kinds of evidence, threading a conversation, indicating type of message, linking to outside information, highlighting new information, different methods for engaging in a conversation and retrieving a record of claims and assertions, security and privacy, and other technical aspects), types of appropriate assignments, and ways World Wide Web conferencing might be used in courses. (Author/MES)

ED 432 311 IR 019 681

Swigger, Kathleen M.; Brazile, Robert; Byron, Suzanne; Livingston, Alan; Lopez, Victor; Reynes, Josie
Real-Time Collaboration over the Internet: What Actually Works?
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Software; *Computer Software Development; Computer System Design; Computer Uses in Education; *Cooperative Learning; Distance Education; Group Activities; Higher Education; *Instructional Effectiveness; Interaction; World Wide Web
IDENTIFIERS- *Learning Environments; University of North Texas

In order to provide teachers and students with electronic learning environments that support mentoring and collaboration through electronic means, the authors developed software that supports same time/different place educational collaborative activities over the Internet. These activities focus on teaching students how to organize and systematize their explorations for information and to share this information with they are reflected in state, federal, and institutional policies. This document identifies some of the policy issues facing higher education in the age of distance learning and frames the discussion for the implications of these issues for the community colleges, which include the cost of higher education, equal access to quality technology, technology training for instructors and students, technical staff support, shifts in paradigms, regular personal contact between students and professors, competition, and collaboration. Distance education need not be exclusively an automated and isolated experience. In fact, many distance education projects encourage the use of collaborative learning and other strategies to connect students to communities of learners. The document contains an appendix of supplemental graphs of the data discussed. (TGO)

ED 432 330 JC 990 456

PFE Report Specifications.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Accountability; *Basic Skills; College Role; *College Transfer Students; *Community Colleges; *Enrollment; Labor Force Development; *Organizational Objectives; Time to Degree; Transfer Rates (College); Two Year Colleges; *Vocational Education
IDENTIFIERS- *California Community Colleges

This document was prepared primarily for managers, researchers, and management information staff at California Community Colleges who need to duplicate the results of the Performance for Excellence (PFE) reports in order to aid in the improvement of performance goals at their respective institutions. It is hoped that by providing this document, the reporting of data will improve and colleges will utilize this document in institutional planning, program review, assessment studies, accreditation, and improvement of Partnership for Excellence goals. This document outlines the goals of the Chancellor's Office for California Community Colleges. The first goal is to increase the number of community college students who transfer to four-year institutions from 69,574 to 92,500. Achievement of this goal is dependent upon the extent to which four-year institutions are able to accommodate the additional students. The second goal is to increase the number of degrees and certificates awarded by California's community colleges from 80,799 to 110,500. The achievement of this goal is contingent upon increasing the number of courses successfully completed. This lends itself to the third goal, which is increasing the successful course completion rate from 68.1% to 70.6%. The fourth goal involves increasing vocational and workforce development enrollment, and the fifth goal is to increase from 108,566 to 150,754 the number of students completing coursework at least one level above their prior basic skills enrollment. (TGO)

ED 432 331 JC 990 457

Understanding Funding, Finance and Budgeting: A Manager's Handbook.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English

ED 431 870 CE 078 088

Beder, Hal
The Outcomes and Impacts of Adult Literacy Education in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; *Education Work Relationship; Evaluation Methods; *Family Literacy; High School Equivalency Programs; Information Needs; Literacy Education; Literature Reviews; Longitudinal Studies; National Surveys; *Outcomes of Education; Program Effectiveness; Program Evaluation; Research Needs; State of the Art Reviews; State Surveys; Welfare Recipients; *Workplace Literacy
IDENTIFIERS- Impact Studies; Welfare to Work Programs

The outcomes and impacts of adult literacy education in the United States were examined through a qualitative assessment of the pertinent research conducted since the late 1960s. A comprehensive literature search identified approximately 115 outcomes and impacts studies. Of the 68 studies found to have an outcomes component, the 23 most credible ones were selected and case studies were prepared for each. It was concluded that participation in adult literacy education most likely results in employment and earnings gains and has a positive influence on participants' continued education. Although the evidence suggested that participants in welfare-sponsored adult literacy education do experience a reduction in welfare dependence, the evidence as to whether adult literacy education in general reduces welfare dependence for participants was inconclusive. In general, adult literacy education had positive impacts on high school equivalency certificate acquisition, participants' self-image, parents' involvement in their children's education, and learners' achievement of their personal goals. It was recommended that a system consisting of the following elements be developed to measure the outcomes and impacts of adult literacy: national outcome and impact reporting system, national longitudinal evaluation, and systematic funding and improvement of state and local outcome studies. (Contains 90 references.) (MN)

ED 431 871 CE 078 751

Computer-Integrated Manufacturing Technology. Tech Prep Competency Profile.
PUB DATE- 99
NOTE- 189p.; Revision of ED 410 374.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Computer Assisted Design; *Computer Assisted Manufacturing; Drafting; High Schools; *Job Skills; Machinists; Manufacturing; Mechanical Design Technicians; Mechanics (Process); Occupational Information; *Production Technicians; Profiles; *Quality Control; Tech Prep; *Technical Occupations; Technology Education; Two Year Colleges

This tech prep competency profile covers these occupations:

Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Apprenticeships; Career Choice; Career Development; *Education Work Relationship; *Educational Attitudes; *High School Seniors; High Schools; *Occupational Aspiration; Questionnaires; *Student Motivation; Student Surveys; Tables (Data); *Work Experience
IDENTIFIERS- *Colorado

In Colorado, 8,663 high school seniors from 132 high schools in 91 districts (more than half the districts in the state) participated in a study that posed the following questions: What motivates today's students in school? and How prepared are these students for their future? The study found the following: (1) high school seniors are motivated by classroom instruction that includes a chance to apply active, hands-on lessons and solving real world problems; (2) they are motived by teachers who are knowledgeable and enthusiastic about the subject and use humor related to the subject; (3) students are motivated to learn when they are interested in the subject, like the teacher, and see how the class relates their career interests; (4) 65 percent of the students are bored in school half or more of the time, and only 20 percent find lectures motivating, but few consider dropping out; (5) students who had had career experiences (such as job shadowing, a job connected to a class, an internship, or a written academic and career plan such as required by School-to-Career across Colorado)--about 80 percent of the students--were more likely to go on to postsecondary education, select a college based on a career area of interest, and select a college major; (6) students with career experiences also were more likely to know their career interests and abilities, to be excited about the future, and to be less bored with school. (The survey is included with this research report.) (KC)

ED 431 888 CE 078 849

Bryant, Duane; Robinson, George; Taylor, Jane
Men's Family Learning Project.
SPONS. AGENCY- National Inst. of Adult Continuing Education, Leicester (England).
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bricklaying; Computer Literacy; Elementary Education; Foreign Countries; Labor Force Nonparticipants; *Males; *Minicourses; Outreach Programs; *Parent School Relationship; *Parent Student Relationship; Program Development; Program Effectiveness; School Community Relationship; School Involvement; Unemployment; Volunteer Training; *Volunteers; Woodworking
IDENTIFIERS- *England (Bristol)

A Men's Family Learning Project was conducted in Bristol to induce men, many of whom were unemployed, to take advantage of learning opportunities and to volunteer to interact with children in the Hareclive Primary School. Following a survey of educational needs in the community, a project director (a male with experience as a volunteer and ties to the community) was hired to carry out the project. Based on the needs assessment, three "taster," or sample, courses in woodworking, computers, and bricklaying were developed and taught to men (fathers, grandfathers, and older brothers of students) who volunteered makes the argument that rigorous, well-developed performance learning objectives provide the underlying foundation for effective learning and accountability to government agencies, organizations, and the public. The results of a study conducted to identify criteria supporting a definition or theory of quality within four-year aviation programs in the United States are detailed in "Developing a Model of Four-Year Aviation Program Quality: A Grounded Theory Approach" (Paul D. Lindseth). "The Navstar Global Positioning System: A Global Utility?" (Irene A. Miller) considers pertinent legal and policy issues that will affect the development of Global Positioning System (GPS) policy, including liability, sovereignty, and GPS availability. The findings of a nationwide survey of a random sample of 200 airport managers regarding the education needed by future airport managers are outlined in "Postsecondary Aviation Education: Preparing Students to Manage Airports of the 21st Century" (C. Daniel Prather). The survey instrument is included. All four papers include substantial bibliographies. (MN)

ED 431 905 CE 078 890

How States Are Improving Literacy Services for Adults with Disabilities. State Policy Update.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; *Adult Literacy; Adult Programs; Case Studies; Demonstration Programs; *Disabilities; Educational Improvement; Educational Policy; Employment Programs; *Literacy Education; National Surveys; Pilot Projects; Program Improvement; Staff Development; *State Action; Statewide Planning; Teacher Education; Technical Assistance; Welfare Recipients
IDENTIFIERS- Connecticut; Illinois; Oklahoma

The ways states are improving their literacy services for adults with disabilities were examined through a national survey conducted by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) and National Institute for Literacy (NIFL) and case studies of three states: Oklahoma, Illinois, and Connecticut. The OVAE/NIFL survey established that nearly all states and territories were providing staff development to their literacy programs in the area of disabilities. Nearly two-thirds of the states were seeking ways to improve access for adults with disabilities through the development of demonstration projects. The approaches being used to improve access to literacy programs generally fell into the following three main groups: providing strong professional development, creating state-level collaborative groups, and developing and investing in screening and diagnostic procedures. Oklahoma was pursuing a strategy of extensive teacher training for adult education and literacy teachers. Illinois was conducting a pilot project to employ Temporary Assistance to Needy Families with learning disabilities. Connecticut was attempting to address the problem of improving disabled adults' access to literacy services through a state-funded technical assistance center. (Appended are the survey letter and a table detailing the responses received from the 54 states and territories.) (MN) they had with lecturers, the amount of guidance they received, and general awareness of mature students' special needs at UCD. (Appended is information about Irish universities' institutional relationship with mature students and the study methodology. The report contains 116 references and 33 tables/figures.) (MN)

ED 431 924 CE 078 946

Preparing for an Aging Work Force: A Practical Guide for Employers.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Age Discrimination; Aging (Individuals); Career Development; Check Lists; Educational Needs; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Job Training; Labor Force; *Labor Force Development; Labor Needs; Labor Supply; Marketing; Middle Aged Adults; Motivation Techniques; Older Adults; *Older Workers; *Organizational Development; Personnel Selection; Recruitment; Training Methods; Training Objectives

This booklet, which is intended for human resource managers, provides practical guidance regarding preparing for an aging work force. Chapter 1 concerns the relationship between business practices and age neutrality and offers checklists that human resource managers can use to assess their company's general policy development, training, recruitment, and job redesign. Chapter 2, which focuses on hiring midcareer and older workers, discusses the following topics: supply and demand and the shortage of needed skills; the characteristics of midcareer and older workers, potential barriers to hiring them, and recruiting methods; and marketing (Senior Employment Network, Senior Community Service Employment Programs, Work Force Investment Act, America's Job Bank, America's Talent Bank, Forty Plus, National Clearinghouse on State and Local Older Worker Programs). The following aspects of training midcareer and older workers are examined in chapter 3: (1) training (career burnout, plateauing, and obsolescence); (2) career management; and (3) determining training needs (identification, motivation, building self-confidence, setting goals and objectives, and adapting training techniques). Chapter 4 explains the following principles of motivating midcareer and older workers: (1) use needs as motivators; (2) link satisfying needs to behavior; (3) set specific, challenging, yet attainable goals; (4) provide means to achieve goals; (5) reward achievement; (6) maintain motivation; and (7) create alternative arrangements. (MN)

ED 431 925 CE 078 947

Liss, Polly
Stumbling Blocks for Career Education: School Board, Administration, and the Ever-Tightening Budget. AACE Distinguished Member Series on Career Education.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English

motivators for teaching courses online as reported by 405 instructors at 38 community colleges. The study concluded that selected motivators (making courses more accessible to students, receiving extrinsic rewards, challenges, and interest in computers) may motivate instructors to teach a course online, but that the motivators vary with the personal characteristics and demographics of the instructors. (KC)

ED 431 943 CE 078 975

International HRD Perspectives.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Corporate Education; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Educational Needs; Foreign Countries; Human Resources; *Labor Force Development; Military Science; Models; *On the Job Training; Outcomes of Education; Skill Development; Teaching Methods; *Training Methods; *Transfer of Training; War
IDENTIFIERS- Europe (Central); Finland; Finnish Winter War; South Korea; USSR

The first of the four papers in this symposium, "Towards a Meaningful HRD Human Resource Development Function in the Post-Command Economies of Central and Eastern Europe" (Devi Jankowicz), examines the existing knowledge-base among managers who are to be trained as HRD practitioners and suggests that efforts may be constrained by concepts of knowledge transfer and resistance to change which are flawed. "The Impact of Human Resource Development on the Winter War between Finland and the Soviet Union, 1939-1940" (John A. Niemi, Ville Nurmi) examines HRD activities that had an impact on the performance of the Finnish army in the Winter War with the Soviet Union, based on a model that accounts for the various HRD elements as well as for outside forces that affected the conduct of the war. "Designing Effective Training Program for International Transfer" (Doo H. Lim), used a Korean organization to examine the effect of training design on the transfer of HRD training for a global company. Analysis of 10 case studies of application of a conceptual model of international transfer of training revealed several reasons for high or low learning and transfer of training, including the need to improve the quality of training design and delivery, the use of diverse instructional methods and stimuli, and the instructor's sensitivity to cultural differences. "Cross Cultural Effectiveness" (Carey C. Coghill) describes cross-cultural conflict situations and illuminates factors that may be affecting cross-cultural transition and effectiveness. (KC)

ED 431 944 CE 078 976

Informal Workplace Learning.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Creativity; Cross Cultural

Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Conference Proceedings; *Educational Practices; *Educational Research; Educational Theories; Human Resources; *Labor Force Development; Literature Reviews; Partnerships in Education; Professional Associations; *Research Methodology; State of the Art Reviews; Strategic Planning; Teacher Attitudes; Teamwork; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Academy of Human Resource Development

This document contains four symposium papers on linking human resource development (HRD) theory and practice. "Partnership Research: Ensuring More Useful HRD Collaborations" (Ronald L. Jacobs), which proceeds from the premise that most HRD research has limited impact on practice because research problems are usually generated devoid of a practice context, presents a process for conducting partnership research and examines five issues in conducing partnership research. "A Discussion of the Methodological Appropriateness of Research Represented in the AHRD (Academy of Human Resource Development) Proceedings--A Strategic Perspective for Journey Management" (Christopher R. Hardy) is a meta-study intended to provoke thought and debate regarding the strategic needs and future of HRD. In "Theory in 'Theory to Practice': Voices of Practitioners" (Wendy E.A. Ruona), a descriptive qualitative approach is used to describe and examine the experience of HRD practitioners in applying theory to practice. "The Status of HRD Research Literature in 1997" (Judith A. Hixon, Timothy R. McClernon) demonstrates that the overall rate of publication of HRD articles in journals from a broad cross-section of related fields has increased and measurable shifts have occurred in the types of studies being conducted and methodologies being used. (MN)

ED 431 962 CE 078 994

Contextual Learning Issues.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Corporations; *Education Work Relationship; Experiential Learning; Foreign Countries; *Integrated Curriculum; *Labor Force Development; Learning Strategies; Organizational Climate; Real Estate Occupations; Small Businesses; Study Skills; Success; Work Environment
IDENTIFIERS- *Contextual Learning; Global Economy; Romania; United States

This document contains four symposium papers on contextual learning issues. "Learning to Learn Strategies of Successful Real Estate Professionals: Implications for Learning in the Workplace" (Margot B. Weinstein) describes a multicase study in which a model called the Individual Learning System was used to identify the strategies and resources three successful real estate professionals use to learn and the type of organization, teaching competencies, and programs that professionals need to prevent professional obsolescence in the workplace. "Vital Work: Spirit and Development within the Natural Workplace" (Terri A. Deems) is a study of two organizations where for use with patients and clients as well as for personal professional development. Issues covered can be upsetting, and this material is not intended for direct use by children and young people. The "Keep Yourself Alive" program provides a comprehensive guide to educate general practitioners and health professionals as part of a national strategy aimed at reducing the youth suicide rate in Australia, which has the highest suicide rate in the world for people 15-24 years. Information is presented to help manage suicidal behaviors and completed suicide, and to improve crisis, therapy, and postintervention skills for workers in this challenging area. The manual includes a guide to the resource package, which describes its contents and how to use the materials, and the following chapters: (1) "The Problem of Suicide in Young People"; (2) Intervention with Suicidal Young People"; and (3) "After Suicide: Picking up the Pieces." Appendices include instructions for workshop providers and general practitioners, registration and evaluation forms, practice assessment option, and attendance certificate. (Contains a list of resources for bereavement.) (Author/JDM)

ED 431 981 CG 029 333

Mental Health in Schools: New Roles for School Nurses. Addressing Barriers to Student Learning.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Confidentiality; Due Process; Elementary Secondary Education; *Mental Health; Prevention; *Professional Development; *School Nurses; *Staff Role; Student Development
IDENTIFIERS- Consent; Screening Programs

This set of three continuing education units is designed to be used as a professional development tool for school nurses. Each unit consists of several sections designed to stand alone. Thus, the total set can be used and taught in a straightforward sequence, or one or more units and sections can be combined into a personalized course. Each section begins with specific objectives and focusing questions to guide reading and review. Interspersed throughout each section is boxed information designed to help the learner think in greater depth about the material. Test questions are provided at the end of each section as an additional study aid. Unit 1, "Placing Mental Health into the Context of Schools and the 21st Century," provides an overview and discusses enhancing health development; addressing barriers to learning; moving toward a comprehensive approach; and responding to students' problems. Unit 2, "Mental Health Services and Instruction: What a School Nurse Can Do," discusses screening, assessment, problem response, prevention, consent, due process, confidentiality, and care networks. Unit 3, "Working with Others to Enhance Programs and Resources," explores working relationships and how to build comprehensive, integrated approaches in schools. Includes a glossary of terms, acronyms, and references to legislation. An instructor's guide with test questions and answers is provided. (MKA)

(San Francisco, CA, March 6-9, 1999), by a team of 12 Carroll County (CA) school system employers, including administrators, teachers, and a board member.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain; *Classroom Environment; Classroom Techniques; Educational Practices; Elementary Education; *Individual Development; *Language Arts; *Leadership; *Literacy
IDENTIFIERS- *Brain Based Learning; Carroll County School District GA

Presenting a framework for brain-compatible learning and literacy education implemented in grades K-5 in Carroll County (Georgia) schools, this group presentation describes brain-based education as being aware and familiar with the most recent research that is out there about how brains learn best and what facilitates brains' learning and incorporating that research into educational procedures. Four initiatives are outlined: (1) using brain-based education; (2) putting language arts far ahead of everything else; (3) focusing on procedures; and (4) focusing on personal and leadership development. The presentation engaged participants in learning stations that modeled this approach, addressing the learning environment, successful teaching practices based on a language arts framework, and classroom management techniques that are beginning to reflect "phenomenal gains" in student performance. (Author/SC)

ED 432 001 CS 013 614

Cooper, J. David
Literacy: Helping Children Construct Meaning. Fourth Edition.
PUB DATE- 00
NOTE- 617p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Childrens Literature; Classroom Techniques; Elementary Education; *Emergent Literacy; Phonics; *Prior Learning; Program Development; *Reading Instruction; *Spelling Instruction; Student Evaluation; Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- Balanced Literacy; Direct Instruction

Written to help all teachers provide balanced literacy instruction for all students, this book provides strategies and sample lessons for both direct and indirect literacy instruction. Four complete pieces of literature are provided with updated sample lessons: "Jamaica Tag-Along"; "Mummies, Tombs, and Treasure"; "My Brown Bear Barney"; and "The Bicycle Man." The major thrusts of this fourth edition are balanced literacy instruction; technology; direct and indirect instruction; beginning literacy instruction; word skills; and spelling and grammar. After a preface and introduction, chapters in the book are (1) Understanding Literacy: Learning and Constructing Meaning; (2) Developing a Balanced Literacy Program; (3) Activating and Developing Prior Knowledge; (4) Beginning Literacy: Learning to Read and Spell Words and Construct Meaning; (5) Developing Vocabulary: Words and Meanings Beyond the Beginning Literacy Level; (6) Responding and the Construction of Meaning; (7) Writing and the

*Research Methodology; Scientific Attitudes; Secondary Education; Secondary School Students; *Student Attitudes; Student Welfare
IDENTIFIERS- Australia

This paper examines young peoples' ideas and their dreams of the future. It is part of a longitudinal study in which students at four schools in Australia were interviewed twice a year during their time in secondary school. The paper claims that this long-term engagement with individuals heightened specificity of the dreams, though it was difficult to interpret this specificity in interactions with more general processes. The study draws attention to the types of questions researchers ask and self-reflectively questions how the research affects the students in the study, and whether the young people were making reflexive judgments about themselves and about the researchers. The first section of the report considers three male students of non-English backgrounds and illustrates the problem with "data-base" type representations of ethnicity as a single construct of advantage or disadvantage, as well as some issues relating to how the study may affect the students in it. The second section explores girls' aspirations and discusses findings from the study. The article examines the different influences of ethnicity among the students and the ways in which cultural change, educational reform, and gendered psychology may be producing certain orientations to the future in early adolescent middle-class girls. Contains 21 references. (RJM)

ED 432 024 EA 029 242

Flanders, Anne K.
The Goals of School Improvement: A View from the Field.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Change Agents; Educational Change; *Educational Improvement; Elementary Secondary Education; Longitudinal Studies; Models; School Policy; *Student Educational Objectives
IDENTIFIERS- North Central ASsociation of Colleges and Schools; *Outcomes Accreditation

This paper reports on a study that described the early stages of implementation of an external-reform model developed by a voluntary school-accrediting agency. The article centers on findings taken from 637 schools that participated in the program called Outcomes Accreditation (OA). The study examined the goals and expectations for improved student learning set by schools pursuing OA from 1987 through 1994. Three questions guided the research: What targets did schools select for improvement? Were the schools' expectations for improved learner outcomes guided by the accrediting agency's criteria for OA? and Do school characteristics and other factors make a difference in target identification or improvement expectations? The findings show that schools identified similar improvement targets from year to year. The targets that received attention in initial school-improvement efforts were constant, regardless of year, school characteristics, or state. For the schools participating in the study, a great deal of standardization already existed for what would first be improved in student learning. However, schools were flexible

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Instructional Leadership; *Principals; School Effectiveness; *State STandards
IDENTIFIERS- Essential Academic Learning Requirements WA; *Washington

This booklet was developed to help Washington State principals meet their school-improvement strategies. It is intended as an information resource and is divided into five sections. Section 1, "Learning," provides an overview of Washington's school-improvement strategy. It focuses on standards, specifically the Essential Academic Learning Requirements (EALR), that an 11-member Commission on Student Learning devised, and highlights ways to measure progress and to achieve subject mastery and accountability. Section 2, "Leading," looks at leadership and includes information on developing a plan, initiating a school-building needs assessment, improving professional development, developing classroom-based assessments, finding time, ensuring inservices are effective, and using technology. Section 3, "Communicating," suggests strategies for successful communication and extends advice for reaching students, parents, and the community. Section 4 provides an index that covers questions about school-improvement issues in detail and outlines the various components of EALR, the steps in the assessment-development process, interpreting student performance, recruiting and hiring readers, preparing training materials, accommodating students with special needs, getting exemptions from state tests, conducting classroom-based assessments, and setting the fourth-grade performance standards. The last section features a resource list to help principals find additional information. (RJM)

ED 432 044 EA 029 907

Fouts, Jeffrey T.
School Restructuring and Student Achievement in Washington State: Research Findings on the Effects of House Bill 1209 and School Restructuring on Western Washington Schools.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Correlation; Educational Change; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Organizational Change; School Effectiveness; *School Restructuring
IDENTIFIERS- *Washington

This report focuses on the nature of restructuring in a sample of Washington State schools, and the degree to which those changes improved student learning. The research attempted to distinguish between simply changing school or classroom practices and the broader concept of restructuring a school. A restructured school was defined as one that has undergone changes that reflect fundamental changes in school philosophy and practice, changes driven by a collaborative process and by clearly defined goals. Sixteen school districts in western

EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Legislation; Elementary Secondary Education; Federal Programs; National Surveys; *Principals; *Public Schools; Resistance to Change; Tables (Data)
IDENTIFIERS- Elementary Secondary Education Act Title I

This report presents the results of the Follow-up Public School Survey on Education Reform, which examined the implementation of the key provisions in the reauthorized Title I Act. The survey is one of many national assessments of Title I and was adapted from the Public School Survey on Education Reform. The instrument was administered to a nationally representative sample of public elementary and secondary school principals during the 1997-98 school year and is intended as a snapshot of the general characteristics of Title I schools, principals' perceptions of school reform, and how Title I and non-Title I schools compare in terms of their reform efforts. The findings indicate that the implementation of reforms had begun but principals may not perceive the need for substantial change. Accountability provisions are being implemented. Fifty-nine percent of all schools in the survey received Title I funds, and over half of Title I principals reported a high level of familiarity with the Title I reforms, yet most indicated that little change is needed to implement key reform strategies. The survey instrument, along with a breakdown of responses, appears in a 204-page appendix. Statistics and findings are presented in 56 tables. (RJM)

ED 432 063 EA 029 934

Muraskin, Lana; Stullich, Stephanie
Barriers, Benefits, and Costs of Using Private Schools To Alleviate Overcrowding in Public Schools. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Class Size; Cooperative Programs; *Crowding; Educational Demand; Educational Resources; Elementary Secondary Education; Parochial Schools; Private Schools; *Public Schools; Tables (Data); Urban Schools

This study examined the benefits and drawbacks of using private and parochial schools to alleviate overcrowding in public schools. The extent of overcrowding in urban school systems; the amount of excess capacity in private schools; and the willingness of private schools to participate in a transfer program are explored. Program design, administration, and cost issues are also examined. The study was based on data collection and analysis in 22 large urban areas with overcrowded public schools. Surveys were administered to both the school districts and the private schools in spring 1997. The survey focused on the methods being used to address overcrowding and district concerns about using private schools to alleviate this problem. The private-school survey (from a representative sample of private schools in the 22 urban areas) sought information on enrollment rates, tuition and fees, additional space availability, admissions policies, student characteristics and flows, policies on religious participation, plan and its inclusion in the Individualized Education Program; (5) procedures for monitoring the use of restrictive behavioral interventions; (6) provision for staff training and professional development; and (7) provisions for parent involvement and assurance of due process rights including parent notification and the right to appeal. The document provides a detailed description of these components in separate sections. Appendices include Illinois statutes, sample forms, position statements from advocacy/professional groups, a glossary of selected terms, a list of selected readings, and a list of the members of the Behavioral Interventions Taskforce. (CR)

ED 432 083 EC 307 288

Idol, Lorna; Griffith, Julia
A Study of Four Schools: Moving toward Inclusion of Special Education Students in General Education.
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Attitudes toward Disabilities; *Disabilities; Elementary Education; *Incidence; *Inclusive Schools; Interviews; Mainstreaming; *Principals; School Administration; *Student Placement; *Teacher Attitudes
IDENTIFIERS- Austin Independent School District TX

This report discusses the outcomes of a study that examined how special education services were being provided in four elementary schools in the Austin Independent School District in the 1997-98 school year: Brentwood, Dawson, Pillow, and Zavala. The study's intention was to determine how much, if any, inclusion of students with disabilities in general education classes was occurring. Principals, assistant principals, special and general education teachers, and teacher assistants were interviewed at the four schools, resulting in 125 interviews. The number and type of student with disabilities on each campus varied considerably and the number of students with a disability seemed to be related to how far advanced each school was with its plans for inclusion. The school with the fewest number of students with disabilities made the most advances with inclusion. In general, the administrators in these four schools were found to be doing a good job of working with and supporting the teachers, as evidenced by the teachers' perceptions of them. Many teachers viewed their principals as being supportive of them and as being instructional leaders. The majority had very positive attitudes toward including students with disabilities in general education programs. Appendices include assessment materials. (Contains 29 references.) (CR)

ED 432 084 EC 307 289

Friesen, Barbara J.
Improving Dissemination of Research Results for Persons with Disabilities and Their Families.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Kansas Univ., Lawrence. Beach Center on Families and Disability.
PUB DATE- 89
NOTE- 9p.; Paper presented at the Value-Based Family Research Conference (May 5-7, 1989, Washington, DC).

Levison, Lorie; St. Onge, Isabelle
Disability Awareness in the Classroom: A Resource Tool for Teachers and Students.
PUB DATE- 99
NOTE- 214p.; Resource tool includes spiral-bound book and a separate packet of 35 photo cards 5-1/2 x 8-1/2).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitudes toward Disabilities; *Consciousness Raising; *Curriculum Design; Delivery Systems; *Disabilities; Disability Discrimination; Educational History; Educational Legislation; Elementary Secondary Education; Family Role; Federal Legislation; *Inclusive Schools; Individualized Education Programs; Parent School Relationship; *Peer Acceptance; Services; Social Bias; Teacher Attitudes; Teacher Collaboration
IDENTIFIERS- *Disability Awareness

This book is designed to reduce the discomfort and alienation of teachers and students regarding people with disabilities. Chapter 1, "The Realities of Disability," discusses the historical prejudice against people with disabilities, legislative changes that make inclusion possible, and disability awareness in the classroom. Chapter 2, "Prevailing Attitudes," addresses common feelings about disability, changing attitudes through awareness, disability role models, and myths and misconceptions. The following chapter, "Causes of Disabilities," discusses disabilities that are present from birth and disabilities that occur later in life. Chapter 4, "Family Issues," describes the needs of families of students with disabilities and how parents access disability services. The determination of services, the Individualized Education Program, and related services are discussed in Chapter 5, "Special Services for Special Students." Chapter 6, "Project-Based Inclusion," describes a method for changing attitudes around disability that results in the integration of students with and without disability over time. The last chapter, "Team Building," emphasizes the benefits of teacher collaboration for inclusion. Each chapter contains ideas for classroom activities, discussion, and curriculum planning. Appendices include a special needs checklist, a list of famous people with disabilities, an overview of legislation affecting students with disability, and recommended resources. (CR)

ED 432 102 EC 307 307

Hendrix, Paul; Birkmire, Mike
Adapting Web Browsers for Accessibility.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Assistive Devices (for Disabled); Children; *Computers; *Disabilities; *Online Systems; *World Wide Web
IDENTIFIERS- *Web Browsers

This paper examines ways to make World Wide Web browsers

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Emergency Programs; *Facility Guidelines; *Organization; Personnel Selection; Safety
IDENTIFIERS- Americans with Disabilities Act 1990; *Athletic Facilities

The American College of Sports Medicine (ACSM) sets the industry standard for certifying professionals involved in health and fitness and their clinical applications. This 5-part publication provides a revised edition of six standards representing the industry's consensus on design and operation of a safe and high-quality health/fitness facility. Part 1 presents a list of the standards for health/fitness facilities and an overview and discussion of those standards. Part 2 sets guidelines concerning the physical plant safety, signage, organizational structure and staffing, user screening, and emergency/safety procedures. Parts 3 through 5 chronicle guidelines governing programming, staffing, safety, and facilities and equipment in programmed activity areas (fitness testing, exercise rooms, sports court areas, etc.); nonactivity areas (laundry and locker rooms, and external grounds); and specialty areas (youth supervision and spa areas). Appendices include supplements and forms, standards guidelines for climbing walls, the Americans with Disabilities Act as it applies to health/fitness areas, a list of related trade and professional organizations, and information about the ACSM. (Contains 95 references.) (GR)

ED 432 122 EF 005 408

Moore, Robin C.; Wong, Herb H.
Natural Learning: The Life of an Environmental Schoolyard. Creating Environments for Rediscovering Nature's Way of Teaching.
PUB DATE- 97
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Education; Guidelines; *Landscaping; Outdoor Activities; *Outdoor Education
IDENTIFIERS- *Naturalization Programs; *School Yards

The "Environment Yard" project is a 10-year effort to transform an ordinary asphalt schoolyard into a lush, naturalized environment. This book describes the project from which a natural extension of the classroom was created, reducing student boredom and antisocial behavior as they became engaged in the landscape. It instructs on how to naturalize a schoolyard into an outdoor classroom, provides innovative ways of teaching the basics in outdoor settings, and offers ideas on creating engaging play areas that foster positive behavior. Appendices provide lists of natural yard species, and helpful organizations and suppliers. (Contains 118 references.) (GR)

ED 432 123 EF 005 407

Shaffer, Hank
Use of Excess School Space. Community Education Proven Practices II.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

anxiety and achievement in oral English performance by Japanese students of English as a foreign language (EFL). Students' anxiety about situations requiring oral ability was measured using the Foreign Language Classroom Anxiety Scale, and compared statistically with a measure of their actual ability. Subjects were 67 students at a Japanese high school. Results indicate no correlation between anxiety and oral English performance. Several explanations for this variation from findings in North America are considered. The instruments used in the study are appended. (Contains 73 references) (MSE)

ED 432 144   FL 025 902

Beaubien, Richard L.
Adult Learning Disabilities in Intensive English Programs: A Call for Action.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Adults; Educational Research; *English (Second Language); *Intensive Language Courses; Language Research; *Learning Disabilities; *Limited English Speaking; Research Needs; Student Needs

The need for a better understanding and better treatment of learning disabilities (LD) in adult learners of English as a second language (ESL) is discussed. Such an effort should draw on both existing knowledge of LD in the first-language context and new research on LD and second language learning. The ethical implications of teaching ESL to adults suspected of LD without use of teaching techniques known to be effective in first-language LD instruction are examined, and some basic information about LD in the educational context is presented. Issues in the identification of LD are examined, drawing on recent research, areas for future research are proposed, and some approaches to identifying and planning instruction for LD students in this population are suggested. Legal, instructional, and financial issues in the treatment of LD are also explored. (Contains 10 references) (MSE)

ED 432 145   FL 025 903

Beaubien, Richard
The Logical Roots of Argumentative Writing: An Adjunct to Academic ESL/EFL Writing Students?
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Conference of Teachers of English to Speakers of Other Languages (Lexington, KY, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English for Academic Purposes; *English (Second Language); Higher Education; *Logic; *Logical Thinking; *Persuasive Discourse; Second Language Instruction; *Writing Instruction; Writing Skills
IDENTIFIERS- Mercer University GA

A study investigated whether formal instruction in logic and was 78 percent; (2) female students were more likely to reenroll than male students, with the second-year retention rate of female undergraduates at 83 percent, compared to 80 percent for male undergraduates; (3) the six-year graduation rate for the 1992 cohort of undergraduates was 56 percent, similar to figures for the previous six years; (4) the six-year graduation rate for the 1992 cohort of African American undergraduates was 40 percent, a significant improvement compared to the six-year graduation rate of 28 percent in 1977; and (5) female students were more likely to graduate in six years than male students, with the six-year graduation rate for the 1992 cohort of female undergraduates at 62 percent, compared to 50 percent for the 1992 cohort of male undergraduates. (MDM)

ED 432 166   HE 032 138

Financial Report of Ontario Universities, 1997-98. Ancillary Enterprises.
PUB DATE- 99
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Ancillary School Services; Capital Outlay (for Fixed Assets); College Stores; Conferences; *Costs; Dormitories; *Educational Finance; Expenditures; Food Service; Foreign Countries; Higher Education; *Income; Parking Facilities; *Public Colleges; Publishing Industry; School Funds; *State Universities; Tables (Data)
IDENTIFIERS- *Ontario

This report provides detailed information on ancillary enterprises at provincially assisted universities and affiliated and federated colleges in Ontario (Canada) for the fiscal year ending 30 April 1998. Such enterprises include school stores (including bookstores), food services, residences, conferences, parking, publishing, and other operations. The report provides tables of income and losses by universities and by affiliated and federated colleges that include detailed breakdowns of revenues, costs of sales/services, direct expenses, equipment and capital costs, overhead costs, subsidies, allocation to reserves, net income (loss), and accumulated surplus (deficit). There is a separate table of descriptive data arranged by service and by school. (MDM)

ED 432 167   HE 032 139

The Midwestern Higher Education Commission. Annual Review 1998.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Cooperatives; *Educational Cooperation; Higher Education; Insurance; Interactive Video; *Interstate Programs; Meetings; Program Descriptions; State Government; Student Exchange Programs; *Universities; Utilities
IDENTIFIERS- *Illinois; *Midwestern Higher Education Commission

This report reviews the 1998 activities of the Midwestern Higher Education Commission (MHEC), a compact of nine member states. MHEC offers its members various cost-saving services, provides a forum for sharing information on higher education issues, and

Considerations for Ability to Benefit" (Alan J. Sturtz); (11) "In Search of Peer Institutions: Two Methods of Exploring and Determining Peer Institutions' (Bruce P. Szelest); (12) "Weaving Institutional Research into the Fabric of TQM" (Dawn Geronimo Terkla and Kelli J. Armstrong); (13) "IR Influence on Marketing and Pricing Policies: First Time Graduate Student Inquiries Why Don't They Apply?" (Stephen W. Thorpe); (14) "What Do the NRC Graduate Program Ratings Measure?" (Robert K. Toutkoushian, Halil Dundar, and William E. Becker); (15) "Administrative Satisfaction and the Regulatory Climate at Public Universities" (James Fredericks Volkwein, Shaukat M. Malik, and Michelle Napierski-Prancl); (16) "A Study of Institutional Autonomy in the Community College and Its Relationship to Administrative Judgements of Institutional Effectiveness" (Anita C. Voogt);(17) "Developing a Postsecondary Education Taxonomy for Inter-Institutional Graduation Rate Comparisons" (Timothy A. Walsh); and (18) "Increasing the Utility of the College Board Standard Validity Study: An MS-DOS Qbasic Program for Predicting an Applicant's College Performance" (Jishen Zhao). Also included are the conference program and the 1996 membership list. (Some papers contain references.) (DB)

ED 432 187   HE 032 180

Accountability and Institutional Research: Measuring Results. Proceedings of the Annual Conference of the North East Association for Institutional Research (24th, Hartford, Connecticut, November 1-4, 1997).
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; College Faculty; *College Outcomes Assessment; College Students; Community Colleges; Data Analysis; Graduation; Higher Education; *Institutional Research; Longitudinal Studies; Organizational Development; Research Methodology; State Universities; Trend Analysis

This proceedings document is comprised of the 12 papers, panel presentations, and work shares presented at a 1997 conference on institutional research. The papers are: (1) "What Does Accountability in Higher Education Mean to You?" (William R. Dyson, Andrew G. De Rocco, John R. Doyle, and Merle W. Harris); (2) "The University of Delaware Longitudinal Study of Academic and Personal Development: Summary of Findings Through Senior Years: Fall 1993 through Spring 1997" (Karen W. Bauer); (3) "New Approaches to the Analysis of Academic Outcomes: Modeling Student Performance at a Community College" (Karl Boughan); (4) "Parental Income and Students' College Choice Process: Research Findings to Guide Recruitment Strategies" (Anne Marie Delaney); (5) "Managing Resistance in the Organizational Change Process" (Melinda Ellis and James Trainer); (6) "Report on Faculty Evaluations at the University of Connecticut, 1993 to 1996" (J. Hughes); (7) "First-Year Student Expectations: Pre- and Post-Orientation" (Denise Krallman); (8) "Remedial Student Outcomes at Massasoit Community College" (Jennifer Luddy and Rhonda Gabovitch); (9) "Assessing Risk: The Dartmouth College Student Risk Behavior Survey" (John H. Pryor); (10) "Trends in Graduation Rates at State Colleges and Universities: Results from the AASCU/Sallie Mae National Retention Project" (Kenneth R. Redd and Joyce A. Scott); (11) "GIS Technology & Geodemographic Analysis at a Small Liberal Arts University: A Home Grown Approach" (Robert Sandev and Jeff Himmelberger); and

Multicultural Education; School Business Relationship; Student Evaluation; Teacher Evaluation

The 10 issues of this organizational journal provide news columns, calls for proposals, conference information, and several major articles. Articles in this volume include: "Restructure? You Bet! An Interview with Change Expert Alan E. Guskin" (Ted Marchese); "The State of the 'Engaged Campus'" (Barbara A. Holland and Sherril B. Gelmon); "What Proportion of College Students Earn a Degree?" (Clifford Adelman); "Powerful Partnerships: A Shared Responsibility for Learning" (Susan West Engelkemeyer and Scott C. Brown); "Essential Demographics of Today's College Students" (Edmund J. Hansen); "How the Corporate University Model Works" (Jeanne C. Meister); "Who Teaches? Who Learns?" (Kimberley Barker); "Institutional Performance Measures" (Susan West Engelkemeyer); "The Case for the Nine-Hour Course" (Earl L. Conn); "Fostering a Discourse Community: Part One of Campus Conversations" (Barbara Cambridge); "What the Learning Paradigm Means for Faculty" (George R. Boggs); "For Profit: Application of the Corporate Model to Academic Enterprise" (Richard Ruch); "Liberal Arts for Business: A Partnership Built by Faculty" (Michael Rao); "Solving a 'Higher Ed Tough One'" (Dan Tompkins); "Building Multiculturalism into Teaching-Development Programs" (Constance Ewing Cook and Mary Deane Sorcinelli); "Connecting What We Know and What We Do through Problem-Based Learning" (Claire H. Major); "Two Steps to Creative Campus Collaboration" (Jane Fried); "Spirituality in the Workplace: An Interview with Father William J. Byron" (Kathleen Curry Santora); "Learning Through Evaluation, Adaptation, and Dissemination: The LEAD Center" (Susan B. Millar); "Post-Tenure Review: Rehabilitation or Enrichment?" (Joan North); "Doing Assessment As If Learning Matters Most" (Thomas A. Angelo); "How To Get the Ball Rolling: Beginning an Assessment Program on Your Campus" (Catherine Wehlburg); "Assessment: An Integral Part of the Teaching System Two Models" (John Biggs); "Research, Ethics, and Public Discourse: The Debate on Bilingual Education" (Jim Cummins); "Looking Forward to 2000. 'To Form a More Perfect Union: Diversity and Learning'" (Margaret A. Miller); and "On Diversity: A Board Statement to AAHE's Members." (DB)

ED 432 207 HE 032 201

Sandler, Bernice Resnick, Ed.
About Women on Campus, 1998.
PUB DATE- 98
NOTE- 66p.; For the 1997 collection, see ED 430 422.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agencies; Civil Rights; *College Students; Employed Women; Equal Opportunities (Jobs); *Females; *Higher Education; Quality of Working Life; Scientists; Sex Bias; *Sex Fairness; Sexual Harassment; *Women Administrators; *Women Faculty; Womens Athletics; Womens Education; Womens Studies

This quarterly newsletter provides information about the programs, issues, and concerns of women students, faculty, and administrators in higher education. Each of these four issues (comprising a single year) presents brief summaries of new items or reports in regularly appearing sections covering campus news, the workplace, sexual harassment, sexual assault, women in science and technology, women's studies, athletics, and the activities of the American Council on Education's Office of Women in Higher Education. (DB)

Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Technology; Faculty Development; Graduate Study; Higher Education; *Instructional Effectiveness; Interaction; Internet; Nursing Education; Participant Satisfaction; Predictor Variables; *Student Attitudes; Student Characteristics; Student Surveys; *Teacher Effectiveness; Teaching Methods; *Teleconferencing; Training
IDENTIFIERS- *Student Satisfaction; *Video Teleconferencing

A study was conducted to determine predictors of student satisfaction in a graduate nursing program taught via fully interactive, multipoint real-time video teleconferencing and World Wide Web/Internet. A correlational research design was used to examine relationships among five learner attributes, three instructional variables, and student satisfaction. The five learner attribute predictors were: (1) previous experience with courses taught via technology; (2) self-ratings of competence with technology; (3) frequency of between-class usage of communications technology; (4) age; and (5) remote-site group size. Instructional variables included instructor/instruction, technology, and course management. Regression analyses identified learner attributes and instructional variables predictive of student satisfaction. Of the eight predictor variables regressed on the measure of student satisfaction, only instructor/instruction contributes to explanation of the variance in course satisfaction scores. Overall instructor rating strongly correlated with satisfaction. The most potent finding is that good pedagogy is important to students' perceived satisfaction with distance education. The focus of faculty training and development for those who instruct in distance education courses should be directed to development of effective instructional strategies. (Contains 1 figure and 19 references.) (Author/AEF)

ED 432 227 IR 019 597

Fahraeus, Eva R.
Tutoring Group Learning at a Distance.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; *Distance Education; Foreign Countries; Group Dynamics; *Group Instruction; High Schools; Inservice Teacher Education; Instructional Effectiveness; Secondary School Teachers; Social Environment; *Teleconferencing
IDENTIFIERS- Sweden

Experiences from a distance course conducted during 1996-97 for high-school teachers in Sweden and reports from other experiments have yielded the conclusion that collaborating via electronic conferencing systems demands new communication patterns. This paper uses theories about communication, group processes, and shared symbolic order and social environment to

DESCRIPTORS- Course Content; Distance Education; Educational Environment; *Faculty Development; Higher Education; *Instructional Design; Instructional Effectiveness; Instructional Materials; Interaction; Material Development; Media Adaptation; Models; Navigation (Information Systems); Online Systems; *Training; *World Wide Web
IDENTIFIERS- *Course Development; *Learning Environments; Virtual Classrooms; Virtual Universities; West Texas A and M University

This paper describes the faculty training model utilized in the development and/or conversion of course materials to be delivered on the World Wide Web. A description of the online learning environment (WTOnline) is provided, as well as the process by which faculty members in the West Texas A&M University College of Education interact with that environment during course planning and creation. The importance of a faculty member's early entry into his or her virtual classroom is discussed in terms of the ability to tap into prior teaching experiences and to drive Web course development. The training content is briefly described, including introduction to distance education, orientation to WTOnline, development and communication tools, instructional design issues, promoting online interaction, visual design, analysis of course examples, and sample class layout. A table lists traditional activities and related online activities. (Contains 1 figure, 1 table, and 20 references.) (Author/AEF)

ED 432 248 IR 019 618

Brownell, Gregg; O'Bannon, Blanche; Brownell, Nancy
Implementing a Computer/Technology Endorsement in a Classroom Technology Master's Program.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science; *Computer Uses in Education; Curriculum Development; *Educational Technology; Higher Education; Masters Programs; Models; Program Development; Standards; State Departments of Education; State Programs; *Teacher Certification; Teacher Education
IDENTIFIERS- Bowling Green State University OH; Ohio SchoolNet; Ohio State Department of Education; Technology Integration

In the spring of 1998, the Master's program in Classroom Technology at Bowling Green State University (Ohio) was granted conditional approval to grant, as part of the program, the new State of Ohio Department of Education computer/technology endorsement. This paper briefly describes Ohio's change from certification to licensure, the removal of relevant previous certificates (e.g., computer science), and the licensure/endorsement model. Further, the specifics of the computer/technology endorsement as covered in the Classroom Technology Master's program are described, as well as the process of moving from conditional to full approval (which is expected in the winter of 1999). Lastly, the recent OhioSchoolNet (a separate state agency) program of awarding novice, practitioner, and scholar technology certificates to teachers is explained in relation to the state computer/technology endorsement. (Author/AEF)

Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Conventional Instruction; Educational Technology; Electronic Classrooms; Higher Education; *Instructional Design; *Instructional Development; Intermode Differences; Learner Controlled Instruction; Preservice Teacher Education; Teaching Methods; Teaching Models; Undergraduate Study; *World Wide Web
IDENTIFIERS- *Course Development; Learning Environments; Technology Integration; University of Montana; Virtual Classrooms

This paper describes the University of Montana's efforts in migrating an undergraduate instructional media course from a traditional stand-and-deliver model to a World Wide Web-based electronic classroom. The rationale is presented, including the background for the decision making move and a description of similarities and differences of both delivery methods. The transformative approach, which focuses on user-centered design, placing preservice teachers in the center of their own learning, is described. Instructional technologies are presented within the framework of cognitive learning, and reflective thinking is highlighted. The discussion examines the challenges of creating a student-centered learning environment for a majority of students and faculty embedded in traditional teaching methodology. This model features assignment modifications, physical delivery revisions, electronic communication components, time commitment, and educational materials. A dialogue is provided concerning the obstacles and victories experienced by faculty and preservice teachers while moving a course of this nature to the Web. The paper concludes with summations and recommendations for similar undertakings. (Contains 23 references.) (Author/AEF)

ED 432 270 IR 019 640

Kandies, Jerry; Stern, Margaret B.
Weaving the Web into the Classroom: An Evolution of Web Enhanced Instruction.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Uses in Education; Course Content; Design Preferences; Higher Education; *Instructional Design; *Instructional Development; Instructional Improvement; Instructional Materials; Learner Controlled Instruction; Material Development; *World Wide Web
IDENTIFIERS- *Course Development

This paper addresses a range of issues that teachers must consider when designing and developing a World Wide Web-enhanced course. It offers a guiding philosophy for Web-enhanced course design, presents a discussion of improved instruction and course management, outlines design issues that

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Computer Uses in Education; Educational Technology; Higher Education; Instructional Design; *Instructional Development; *Instructional Effectiveness; Instructional Materials; Tables (Data); *Teacher Education; Teaching Methods
IDENTIFIERS- Computer Users; *Technology Integration

Having a good command over basic computer applications is essential for teachers to integrate technology in school. Teachers should learn how to maximize the power of computers for their teaching and administrative work. This paper focuses on some effective approaches that can help teachers learn to use computer applications successfully. First, common computer tasks were categorized based on their features into conceptual, declarative, and procedural tasks. A series of enhancement instruments was designed, developed, and implemented in computer application courses throughout a two-year period; subjects were 186 undergraduate preservice teachers and 112 graduate inservice teachers. Data were gathered and interpreted about effective approaches. The study focused on various tasks, instructional devices, and factors that may have contributed to teachers' successful learning of computer applications. Goals of the study were to explore: (1) how novice computer-using teachers differ from experienced computer-using teachers; (2) how inservice teachers differ from preservice teachers in computer learning; (3) what kinds of devices can help novice users master the computer tasks and accelerate the learning curve; and (4) what factors can contribute to effective learning about computer applications for teachers. (Author/MES)

ED 432 291 IR 019 661

Schmidt, Denise; Sasser, Stephanie; Linduska, Steve; Murphy, Vaughn; Grether, Cheryl
Collaborative Research Partners: Technology Integration Model That Supports Learning Communities.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; College School Cooperation; *Computer Uses in Education; Cooperative Programs; *Educational Technology; Elementary Education; *Faculty Development; Higher Education; Instructional Design; *Instructional Development; Instructional Innovation; Mentors; Models; *Teacher Education; Teaching Methods
IDENTIFIERS- Learning Communities; *Technology Integration; *Technology Utilization

This research project examined an innovative technology integration model that includes the design, development, implementation, and assessment of the use and integration of technology by inservice and preservice teachers. Personnel from a school district, an area education agency, and a college of education work collaboratively to provide the support and resources that are necessary to facilitate the exemplary use and integration of technology in elementary classrooms. The members of a group. The software is composed of an interface that connects the hyperlink, text, graphics, video, and sound capabilities of a browser to a World Wide Web client-server environment and is augmented by local electronic help tools and computer supported collaborative tools. Collaborative activities are supported through specially designed whiteboard, chat, file, and application sharing tools. Students can access online schedules and determine whether faculty or other students are available. The system is also equipped with management and record keeping capabilities that allow teachers or trainers to analyze various collaborative activities. Students enrolled in a variety of courses at the University of North Texas used the system to collaborate with other students and teachers. Information was logged concerning overall student performance, activities performed while using the collaborative systems, and attitudes related to technology and collaboration. Results were analyzed to determine which factors contributed to successful/unsuccessful collaboration. (MES)

ED 432 312 IR 019 682

Galowich, Pamela
Learning Styles, Technology Attitude and Usage: What Are the Connections for Teachers and Technology in the Classroom?
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figure 1 contains small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Cognitive Style; Computer Attitudes; Computer Uses in Education; *Educational Technology; Elementary Education; Elementary School Teachers; Tables (Data); *Teacher Attitudes; Teacher Surveys; Use Studies
IDENTIFIERS- *Technology Integration; *Technology Utilization

The question for educators is no longer how much better do students learn with technology, but how do we integrate technology into our classrooms in a way that benefits students? To study the question of how to encourage instructors to use technology to teach, a survey was used to create connections between teachers' technology attitudes, technology usage, and learning style. Teachers from five elementary schools in a large southern California school district participated in the study. Results suggest that relationships exist among technology attitude, usage outside of work, and usage to teach. Additionally, the descriptive analysis points out differences across age ranges and ethnicity in whether teachers use technology. (Contains 5 tables and 15 references.) (Author/MES)

ED 432 313 IR 057 608

Brandhorst, Ted, Ed.
ERIC Administrative Bulletin (EAB), August 1993-May 1994.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 94
NOTE- 353p.; For earlier compilations of the EAB, see ED 288 562 (1976-1987) and ED 52 066 (1988-1993). The EAB was replaced by the "ERIC News" online newsletter of ACCESS ERIC.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; Budgets; *Community Colleges; *Educational Finance; Educational History; Educational Policy; Financial Problems; *Financial Support; Full Time Faculty; Government School Relationship; *Program Budgeting; *State Aid; *State Legislation; Two Year Colleges
IDENTIFIERS- *California Community Colleges; Proposition 111 (California 1990); Proposition 98 (California 1988)

This handbook begins with a history of funding in California's community colleges, explaining that financial support for community colleges has evolved over the years, as have the colleges themselves and the purposes they serve. Following this history of funding is a discussion of 1988's Proposition 98, which guaranteed annual funding and revenue for K-12 and community colleges. In 1990, Proposition 98 was amended with Proposition 111. The amendments that were put into place to stabilize state funds ended up reducing the State General Fund support from 40.33% in 1986-1987 to 33% in 1993-1994. The debate over Proposition 98 and 111 led to a return to program-based funding, as is examined in the next section of the handbook. In this section categories of operation are defined, standards and workload measures are described, target and standard allocations are made, levels of funding and how they are to be appropriated are considered, and recommendations are outlined. This portion of the handbook also includes a "frequently-asked-questions" section about program-based funding. The handbook moves on to discuss full-time faculty obligations and financial accounting, outlining 12 principles for sound fiscal management. Charts of accounts and a glossary of the terms used in the text are included. (TGO)

ED 432 332 JC 990 458

Eller, Ronald; Martinez, Ruben; Pace, Cynthia; Pavel, Michael; Barnett, Lynn
Rural Community College Initiative IV: Capacity for Leading Institutional and Community Change. AACC Project Brief.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; Community Development; Economically Disadvantaged; *Educational Change; Labor Force Development; Long Range Planning; *Partnerships in Education; *Rural Development; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Rural Community College Initiative

This brief reports on the Ford Foundation's establishment of the Rural Community College Initiative (RCCI) for selected institutions in economically distressed areas of the Southeast, Deep South, Southwest, Appalachia, and western Indian reservations. This is the fourth report in a series by the RCCI Documentation Team. The RCCI program challenges community colleges to become catalysts for change through two mutual and complementary goals: expanding access to higher education and fostering regional economic development. This brief examines the experiences of the nine pilot RCCI colleges and their efforts to acquire the capacities for change, and identifies manufacturing technician, computer-assisted design and drafting (CADD) technician, quality technician, and mechanical technician. Section 1 provides occupation definitions. Section 2 lists development committee members. Section 3 provides the leveling codes---abbreviations for grade level (by the end of grade 12, by the end of associate degree), academic codes (communications, math, or science related), and depth (introduce, reinforce, proficient). Section 4, the table of contents, also indicates whether the entire or partial unit is required for each of the occupations. Section 5 provides the competencies categorized into 45 units. Each unit consists of essential or local competencies divided into builders. Competencies and builders are listed in columns and followed by the codes that indicate depth and related academic area for each grade level. Unit topics are as follows: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; computer literacy; quality assurance; technical recording and reporting; drafting technology; visualization and design for function; CADD fundamentals; intermediate CADD; advanced CADD; basic electricity; electronics troubleshooting and repair; programmable logic controllers; industrial electricity; electrical test and measurement equipment; equipment installation; equipment maintenance; industrial engineering basics; industrial manufacturing technology; basic materials science; mechanical power transmission; fundamentals of machine anatomy; electromechanical technology; hydraulics and pneumatics; computerized numerical control; precision machining; metal stamping dies; press technology; sheet metal fabrication; welding basics; production methods and costs; engineering mechanics; advanced engineering mechanics; computer programming; computer-based descriptive geometry; design of machines and machine elements; quality; and production planning and control. (YLB)

ED 431 872   CE 078 752

Electronics Technology. Tech Prep Competency Profile.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communications; Competence; *Computer Assisted
  Design; Drafting; Electricity; Electronic Equipment;
  *Electronic Technicians; Electronics; *Equipment Maintenance;
  High Schools; *Job Skills; Occupational Information; Profiles;
  Quality Control; *Repair; Tech Prep; *Technical Occupations;
  Technology Education; Two Year Colleges
IDENTIFIERS- *Computer Assisted Engineering

This tech prep competency profile covers the occupation of electronics technician. Section 1 provides the occupation definition. Section 2 lists development committee members. Section 3 provides the leveling codes--abbreviations for grade level, (by the end of grade 12, by the end of associate degree), academic codes (communications, math, or science related), and depth (introduce, reinforce, proficient). Section 4, the table of contents, also indicates whether the entire or partial unit is required for each of the occupations. Section 5 provides the competencies categorized into 35 units. Each unit consists of essential or local competencies divided into builders. Competencies and builders are listed in columns and to work with the children on a project. (The computer course was an adults-only venture since the men did not feel comfortable around computers.) Twenty-five men participated in the project, which resulted in improvements for the school, interaction with male role models for the children, pride in accomplishments for both groups, and an easy reintroduction to learning for the men. The courses received good publicity in the local media and are expected to be repeated and expanded to more locations in the future. (Appendixes contain such items as the following: information used to advertize the project director position; the questionnaire used to collect data about the skills and interests of men in the community; a press release and fliers to encourage men to get involved in the project; and an evaluation form for the courses.) (KC)

ED 431 889 CE 078 850

Pottmeyer, Denise L., Comp.
Ohio's Adult Education Act Section 353 Report. Adult Basic and Literacy Education. Professional Development. Program Year 1997-1998.
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Literacy; *Demonstration Programs; Educational Resources; Inservice Teacher Education; *Literacy Education; Outcomes of Education; *Professional Development; Program Effectiveness; Program Implementation; State Programs
IDENTIFIERS- *Ohio; *353 Project

This report provides an overview of projects funded under Section 353 of the Adult Education Act (1991) that support Ohio's efforts to develop individual growth and leadership in the field of adult basic and literacy education (ABLE) and program improvement. The programs profiled are grouped in the following categories: resource centers; ABLE Regional Resource Centers; Southwest Ohio individual and consortia projects; special demonstration projects; and adult literacy planning and coordination grants. Each program overview includes the following information: grant recipient; grant allocation; project period; project director; purpose; project outcomes; impact of project; products or training developed; product availability; project continuation and future implications; conclusions and recommendations; and additional comments. An outline and agenda from the spring 1998 state ABLE directors' meeting is included in the report. (KC)

ED 431 890 CE 078 851

Hoffmann, Edeltraut; Walwei, Ulrich
The Change in Employment Forms: Empirical Results and First Explanatory Approaches.
PUB DATE- 99
NOTE- 31p.; IAB = Institut fur Arbeitsmarkt--und Berufsforschung.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Developed Nations; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; Employment Problems; Employment Projections; Foreign Countries; *Futures (of Society); Labor Conditions; Labor Market; Labor Needs; Part Time Employment; Work Environment

ED 431 906 CE 078 891

Kirsch, Jean-Louis
Low Training Levels on European Labour Markets: Convergence and Contrasts.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Education Work Relationship; *Educational Attainment; *Educational Trends; Employed Women; Employment Level; *Employment Patterns; *Employment Qualifications; Entry Workers; Foreign Countries; Job Skills; Job Training; Labor Force; *Labor Market; Labor Needs; Labor Utilization; Postsecondary Education; Secondary Education; Trend Analysis; Youth Employment
IDENTIFIERS- *Europe

The proportion of individuals with little training varies greatly among European countries. Throughout Europe, nonparticipation in the labor market and unemployment seem relatively synonymous. Three degrees of labor market openness with regard to individuals with low levels of training are apparent throughout Europe: (1) in Portugal, skill acquisition occurs through channels other than a formalized training and certification system and the labor market remains relatively open to low-skilled people; (2) in Sweden, France, and the Netherlands, the labor market is becoming increasingly closed to low-skilled individuals; and (3) in the United Kingdom, labor force nonparticipation and unemployment tend to be higher among low-skilled individuals but their ability to enter the labor market has remained relatively stable. Young people (ages 25-29) with little training are especially vulnerable to nonparticipation in the labor market. The argument that women without training tend to remain at home and invest themselves in extraprofessional activities has not been totally verified. When everyone exiting a country's educational system obtains a certificate that allows labor market access, the lack of a certificate ends up being even more stigmatizing for those unable to attain even this minimum standard. One path worth exploring throughout Europe is that of accompanying low-skilled individuals who experience difficulty during the process of labor market entry to allow them to acquire a certain experience and strengthen their training during the process. (MN)

ED 431 907 CE 078 896

McGuirk, Jenny; Wickert, Rosie
"Worth the While": A Case Study of Adult Literacy Development. Research Report No. 3.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Classroom Techniques; *Educational Objectives; Foreign Countries; *Literacy Education; *Outcomes of Education; Program Effectiveness; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia (Sydney); *Certificate In Adult Basic Education (Australia)

Australia's Certificate in Adult Basic Education (CABE)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Boards of Education; *Career Education; *Counselor Attitudes; Educational Administration; Educational Attitudes; Elementary Secondary Education; Financial Support; Integrated Curriculum; Librarian Attitudes; *School Districts; *Teacher Attitudes
IDENTIFIERS- *Arlington Public Schools VA

After the position of career education (CE) coordinator was eliminated from the Arlington, Virginia, Public Schools budget for 1998 and 1999, two surveys were conducted to determine the status of CE in local public schools. The first survey was sent to all 37 principals in the district (response rate, 68%). The second survey, which was sent to random samples of 10 teachers, counselors, and librarians in each of the district's 37 buildings, elicited 57 responses (from 48 teachers, 8 counselors, and 1 librarian) from 18 schools and the career center. Although most of the principals appeared to understand the CE concept, the principal survey revealed unmet needs what would have been the purview of the CE coordinator, including staff development, assistance with infusion techniques, and contacting businesses. Some excellent examples of CE were reported by those responding to the second survey; however, none of those surveyed were aware of the state mandate for and state definition of CE. Although the survey sponsors recommended that the position of CE coordinator be reinstated as a full-time position and that the Arlington school board provide clear direction for implementation of CE in all curriculum areas in grades K-12, the district's board of education refused to reinstate the position of CE coordinator. (MN)

ED 431 926 CE 078 951

Ohio Information Technology Competency Profile.
PUB DATE- 99
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; Competency Based Education; *Computer Science; Computer Science Education; Curriculum; High Schools; *Information Technology; *Job Skills; Models; Postsecondary Education; State Curriculum Guides; *Technical Education
IDENTIFIERS- *Ohio

This profile includes a comprehensive set of information technology competencies that are grounded in core academic subject areas and built around four occupational clusters (information services and support, network systems, programming and software development, and interactive media) that reflect the job opportunities and skills required for Ohio's information technology workers. The main part of the document is made up of 49 units that contain competencies and competency builders for the following knowledge and skills areas: information technology basics; computer applications; data communications; programming theory; applied programming languages; computer user support; software development; software systems management; appreciation of the arts; graphic design fundamentals; photography; digital media design; video and film production; audio production; the Internet; Web page design; interactive multimedia production; hardware design, operation, and maintenance; operating systems; networking;

Training; Design; Educational Needs; Educational Practices; Employed Women; Experiential Learning; Feminism; Foreign Countries; *Human Resources; *Informal Education; *Labor Force Development; Models; *On the Job Training; Outcomes of Education; Skill Development; Small Businesses; Teaching Methods; Training Methods; Transfer of Training; *Work Attitudes
IDENTIFIERS- *Feminist Scholarship; Romania; Thailand

The first of the four papers in this symposium, "Reconceptualizing Marsick and Watkins' Model of Informal and Incidental Learning in the Workplace" (Maria Cseh, Karen E. Watkins, Victoria J. Marsick) describes the use of a revised model to encompass the learning perspectives of small business owner-managers who work in the volatile political and economic environment of the transition to a free market economy in Romania, a group that has not been represented in previous research based on these models. "Creativity and Design" (Sharon J. Korth, Brenda S. Gardner) examines the creative processes and attributes of 10 HRD (human resource development) practitioners, using both qualitative and quantitative methods. Results include a comparison of creativity styles and preferences using the Myers-Briggs Type Indicator and the Kirton Adaption Innovation Inventory as well as a model derived from the data which describes the creative design process used by the subjects. "Contradictory Practices: Critical Feminist Perspectives on HRD and Workplace Learning" (Sharon L. Howell, Vicki K. Carter, Fred M. Schied) addresses HRD practice through the perspective of critical feminist scholarship, including an analysis of feminist sociology of work, ethnographies of women in the workplace, feminist pedagogical theory and practice, and critical adult education, finding that the underlying concepts of HRD are inherently antifeminist and possibly antidemocratic. "Self and Team Development in Practice (STP) Walk Rally" (Chiraprapha Tan Akaraborworn, Gary N. McLean) reports on an evaluation study conducted to assess strengths and weaknesses of an outdoor-based experiential training program used in Thailand. The study found that most of the principles in adult theory, experiential learning theory, and Holton's HRD Evaluation Research and Measurement Model are met by the STP Walk Rally, but that it cannot promise transfer of learning. (KC)

ED 431 945   CE 078 977

Organization Structure and Strategy.
PUB DATE- 99
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Needs; Educational Practices; Hotels; Human Resources; *Labor Force Development; Models; *On the Job Training; *Organizational Development; Outcomes of Education; Public Administration; Skill Development; Small Businesses; Strategic Planning; Teaching Methods; Theories; Training Methods; Transfer of Training
IDENTIFIERS- Customer Services; Pharmaceutical Industry

The first of the four papers in this symposium, "Human Resource Development's Contribution to Strategic Service Quality Performance in Radisson Hotels Worldwide" (Richard A. Swanson, Julie M. Hays, Arthur V. Hill, George John, David W. Johnson, Susan Geurs), illustrates the strategic alignment and contribution of HRD (human resource development) to service development has become a way of conducting work as a whole rather than a function of training. "Action Learning as a Strategy for Inducing Psychological, Cultural, and Organizational Boundarylessness" (Verna L. Willis, Robert L. Dilworth) argues that psychological, cultural, and organizational boundarylessness yields a competitive advantage to corporations and a potential humanitarian advantage in the new global economy. "Contextual Learning of Owner-Managers of Small, Successful Romanian Companies" (Maria Cseh) examines the critical learning experiences that enabled owner-managers of Romanian small private companies to make a successful transition to a free market economy. (MN)

ED 431 963 CE 078 995

Career Issues in HRD.
PUB DATE- 99
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Attitude Measures; *Career Development; Corporations; *Employed Women; Factor Analysis; Foreign Countries; *Labor Force Development; Nonprofit Organizations; Professional Associations; Professional Development; Statistical Analysis; Test Reliability; Test Validity; Trend Analysis; Work Attitudes
IDENTIFIERS- *Career Orientations Inventory; Chief Executive Officers; *Expatriate Executives; Singapore; United Kingdom; United States

This document contains four symposium papers on career issues in human resource development (HRD). "Are Careers What They Used To Be: A Factor Analysis of Schein's Career Orientations Inventory" (Gerri Mukri, Sharon Confessore) is a statistical analysis of Schein's Career Orientations Inventory that finds the inventory to be a statistically reliable and valid tool for determining career anchors. "Women's Professional Organizations: Their Potential Role in Women's Careers" (Sheila Barry-Oliver, Sharon J. Confessore) is an exploratory qualitative study of how professional organizations affected the careers of 16 women in leadership positions in diverse fields, organizations, and career stages. Issues in the development of a "new balance" between the self-interests of women chief executive officers (CEOs) in British nonprofit corporations are explored in "Non-profits and Women CEOs' Careers" (Jenny Harrow, Veronica Mole). "Career Development of Expatriate Managers: An International HRD Issue for Singapore-Based Companies" (AAhad M. Osman-Gani, Gerald Z.D. Huang) presents some empirical information for a recent study of expatriate development in Singapore and argues that expatriate career development has yet to receive proper attention in the international HRD literature. (MN)

ED 431 964 CE 078 996

Assessing Employee Performance.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 431 982 CG 029 334

Mental Health and School-Based Health Centers. Guidebook.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 497p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cooperation; Crisis Intervention; Cultural Differences; Dialogs (Language); Due Process; Elementary Secondary Education; Financial Support; *Mental Health; *Mental Health Clinics; Racial Differences; Referral; Resources; School Community Programs; *School Counseling; *School Health Services; School Psychologists; Student Motivation; Student Needs
IDENTIFIERS- Case Management; Triage

This guidebook consists of three parts. The first part is an introductory overview focusing on where mental health facets of school-based health centers (SBHC) fit into the work of schools. The second part is made up of three modules, each containing a set of units and resource aids focusing on day-by-day SBHC operational considerations and concerns related to the following: approaching the problem of limited resources not only as one of fundraising but as a major reason for integrating center activity with school and community efforts; specific facets of working with students who come to the center; and approaching evaluation as a process of getting credit for work done by school counselors. The third part is a coda that highlights ways to and benefits of integrating the resources available for addressing barriers to student learning into a comprehensive, integrated approach. A glossary of key terms, acronyms, and laws is provided. (MKA)

ED 431 983 CG 029 336

Position Statement: Gay, Lesbian, and Bisexual Youth.
SPONS. AGENCY- National Association of School Psychologists, Bethesda, MD.
PUB DATE- 99
NOTE- 6p.; Adopted by the NASP Delegate Assembly, April 10, 1999.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bisexuality; Community Attitudes; *Educational Environment; Family Attitudes; High Risk Students; *Homosexuality; Intervention; Role; *Safety; School Personnel; *School Psychologists; Secondary Education; Social Bias; Student Attitudes; Student Behavior; *Student Rights; Youth
IDENTIFIERS- *Harassment

The National Association of School Psychologists recognizes that students who are of a minority sexual orientation, or are perceived to be, are at risk for a number of dangerous and destructive behaviors as well as harassment, discrimination, and low self-esteem. A successful program to address these issues educates both those who discriminate and those who are discriminated against because of sexual orientation. This education can occur on a number of levels: intervention with individual students, schoolwide inservice training, and the

Construction of Meaning; (8) Teaching Strategies for Constructing Meaning; (9) Constructing Meaning across the Curriculum; (10) Organizing and Managing the Balanced Literacy Classroom; and (11) Assessment and Evaluation in the Balanced Literacy Classroom. A handbook resource (Word Skills: Phonics and Structural Analysis for Teachers) and an epilogue (Success Centered Literacy Instruction) are attached. Contains approximately 400 references. (RS)

ED 432 002 CS 013 629

Ediger, Marlow
Assisting Pupils in Reading Science Subject Matter.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Content Area Reading; Elementary Education; Instructional Effectiveness; *Science Instruction; *Sciences; *Teacher Role
IDENTIFIERS- Big Books

The teacher needs to be certain that each student is able to read effectively to understand the science subject matter being emphasized in teaching and learning situations. In ongoing lessons and units in science, the teacher must use a variety of approaches, such as: prior to students reading science content, print the new vocabulary on the board clearly; have a good reader read the selection to less able readers; tape record the science text selection to be read; diagnose and remedy weaknesses in learners' reading; use the Big Book method of instruction; use peer reading approaches; assist aides to read the science text orally to the students; let students in committees discuss what has been read to monitor comprehension; use library books instead of science texts; have conferences with students at selected intervals about the library books; and incorporate the latest technology to guide students to read and comprehend well in science subject matter. (NKA)

ED 432 003 CS 013 630

Ediger, Marlow
Promoting Interest in Middle School Reading.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Grade 6; *Middle School Students; Middle Schools; Reading Achievement; *Reading Interests; *Reading Material Selection; *Reading Motivation; Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- *Trade Books

Middle school students should be involved in seeking and selecting reading materials that ensure the attention of the learner. A wide variety of topics for learners to select from in choosing sequential trade books is a must. Sequential books selected by the middle school student should harmonize with his/her present level of achievement in reading. Numerous procedures are available to evaluate the emerging adolescent's reading progress; for example, one sixth-grade student teacher guided a learner to make a diorama based on "Where the Wild and amenable to policies that required them to change, though it took time to incorporate these policies into their intentions for improved student learning. The widespread acceptance of external guidelines moved the schools closer to having standardized expectations for improved quality with equity. (RJM)

ED 432 025   EA 029 243

Flanders, Anne K.; Wick, John
Peer Evaluation of the School's Potential To Improve Learning.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; *Interrater Reliability; Longitudinal Studies; *Peer Evaluation; Program Evaluation; *Program Validation
IDENTIFIERS- North Central Association of Colleges and Schools; *Outcomes Accreditation

This paper examines whether the peer-review process of the North Central Association (NCA) is reliable and valid. Reliance on peer judgments has been a part of NCA accreditation, but confidence in the use of peer decisions to certify a school's readiness to implement the improvement plan--Outcomes Accreditation (OA)--was weak. The study focused on three questions: Did the peer reviews reflect criteria for OA school improvement or other factors? Did the peer reviewers make accurate judgments even though improvement plans and school characteristics differed? and Can reviewer accuracy be predicted? The study drew on ratings and diagnostic feedback from 245 reviewers involved in OA peer review from 1992 through 1994. Most of the reviewers were school principals. More than 1,500 independent reviews of school-improvement plans were studied. The results indicate that reviewers were most accurate when they acted on well-developed beliefs specifically related to OA activity and then transferred those beliefs to the evaluation of another school's set of improvement goals. A variety of factors influenced individual accuracy, including the individual's engagement, external environmental pressure for school improvement, and opportunities for collaborative professional exchanges. Reviewers applied OA criteria in accurate holistic decisions even when the schools and their improvement plans differed. Contains 14 references. (RJM)

ED 432 026   EA 029 244

Rapaport, David; Seaman, Lavonne; Mejia, Gerrie
Principal Re-Assignment in an Accelerated School: A Steering Committee Follows the Process.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Washington participated in the study, and 75 schools provided sufficient data for comparisons. The findings show that the degree to which schools attempted to implement the state-mandated restructuring process differs from school to school. Achievement gains were greater in the elementary and middle/junior high schools where restructuring had taken place compared to schools where it had not. The degree of restructuring was determined by a tool that measures the degree to which teachers, parents, and administrators have worked together to define what their school will be. Most of the schoolwide and classroom practices reflected national trends in school reform. Many classroom practices that have increased the most, such as the use of educational technology, had no relationship with achievement gains. Appendices include ths School Practices and Changes Questionnaire and participating districts and schools. Contains 21 references. (RJM)

ED 432 045 EA 029 908

Arnsparger, Arleen; McElhinney, Christie; Ziebarth, Todd
Governing America's Schools: A Primer for Reporters.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Organization; *Educational Administration; Elementary Secondary Education; *Governance; *Journalism; News Media; Public Schools; School Policy
IDENTIFIERS- National Commission on Governing Americas Schools

This booklet is designed to help journalists better understand and explain to their audiences the complex issues surrounding school governance. It examines the nature of school governance and discusses the National Commission on Governing America's Schools, an investigative committee that was formed to take a close, critical, all-encompassing look at how schools are organized and managed. The text discusses the ways in which schools have historically been governed, describes the myriad methods of governance accompanying school growth in America, and relates that there is no evidence of a national consensus regarding the best institutional framework in which public schooling operates. It details what states and districts are currently doing and provides a list of school districts, most of them urban, that are undergoing a shift in governance. The volume explains how school governance relates to other education stories, such as vouchers and curriculum reform, and how governance affects every district and every aspect of education. It provides examples of interesting storylines and explores the public's attitude toward governance. Suggestions for defining the different governance models, such as charter schools, deregulation, and the traditional approach, are presented, followed by a list of resources for further information. (RJM)

ED 432 046 EA 029 910

Silins, Halia; Mulford, Bill; Zarins, Silja
Leadership for Organisational Learning and Student Outcomes. The Lolso Project: The First Report of an Australian Three Year Study of International Significance.
PUB DATE- 99

and likely decision makers for participation. Findings indicate that overcrowding appears to be a serious problem in some urban school districts. Private schools were relatively plentiful in the 22 communities, and most private schools were willing to participate in a program if they could maintain their current policies. (RJM)

ED 432 064 EA 029 935

U.S. Department of Education. Office of Inspector General Semiannual Report to Congress, No. 37. April 1, 1998-September 30, 1998.
PUB DATE- 99
NOTE- 69p.; For the previous semiannual report, see ED 419 304.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Audits (Verification); Educational Finance; Elementary Secondary Education; Federal Programs; Fraud; Higher Education; *Program Administration; Public Agencies; Records Management; Tables (Data)
IDENTIFIERS- *Department of Education

This report from the Department of Education's (ED) Office of Inspector General (OIG) examines information-systems technology, financial systems and controls, and postsecondary education in the ED. The review focuses on postsecondary schools, lenders, and guaranty agencies. Significant investigative efforts revealed that fraud had been committed by student financial-aid consultants, by students, and by individuals falsely claiming enrollment at foreign schools. The report discusses implementation-readiness reviews of ED's Grants Administration and Payment System, describes how ED's Year 2000 efforts have not kept pace with government milestones, outlines how ED received an unqualified opinion on its FY 1997 annual financial statement, and details an ongoing investigation of various forms of financial fraud committed against ED. Other significant activities revealed in the report describe efforts to comply with the Government Performance and Results Act, which requires federal agencies to prepare a 5-year strategic plan and annual performance plans; direct loan school monitoring; and audit-quality initiatives. Two abstracts offer further information on significant audits and audit-related activities and important prosecutive actions resulting from OIG Investigations. Six statistical tables provide data on recommendations described in previous reports that have not been completed, on unresolved reports, and other information. (RJM)

ED 432 065 EA 029 936

Office of Inspector General. Semiannual Report to Congress, No. 38. October 1, 1998-March 31, 1999.
PUB DATE- 99
NOTE- 69p.; For the previous semiannual report, see EA 029 935.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Audits (Verification); Educational Finance; Elementary Secondary Education; Federal Programs; Fraud; Higher Education; *Program Administration; Public Agencies; Records Management; Tables (Data)
IDENTIFIERS- *Department of Education; Year 2000 (Programming)

This report from the Department of Education's (ED) Office of Inspector General (OIG) focuses on ED's information technology

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Diffusion (Communication); *Disabilities; Educational Research; Family Needs; *Information Dissemination; Information Services; Information Utilization; *Parent Education; *Parent Participation; *Research Utilization; Researchers; *Theory Practice Relationship

This historical paper focuses on improving the dissemination of research results to persons with disabilities and their families. It discusses how to determine the nature and form of the information to be disseminated, as well as the methods for reaching intended audiences. Recommended state-of-the-art methods of dissemination for making research findings accessible to families include: (1) translating research results into practical, useful strategies, products, and ideas; (2) providing research results in articles or monographs that summarize research results in relation to a particular topic, problem, or question; (3) using interactive situations, such as workshops or other training sessions, to provide information to families; (4) using electronic bulletin boards; (5) using public service announcements or longer educational programs, or videotapes that are loaned free of charge to families; and (6) including parents in the development of ideas, the planning of specific projects, and in discussions about the most useful ways to package and disseminate research findings. (Contains 14 references.) (CR)

ED 432 085 EC 307 290

Clark, Gary M.
Assessment for Transitions Planning. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Computer Assisted Testing; Cultural Awareness; Cultural Differences; Curriculum Based Assessment; Data Collection; *Disabilities; Education Work Relationship; Educational Environment; Educational Planning; Evaluation Methods; *Informal Assessment; Measures (Individuals); Secondary Education; *Standardized Tests; *Student Evaluation; *Transitional Programs
IDENTIFIERS- *Testing Accommodations (Disabilities)

Part of a series designed to provide practical resources for transition personnel on a variety of topics essential to the process of preparing individuals with disabilities for adulthood, this guide focuses on assessment for transition planning. Chapter 1, "Transitions Assessment: What Do We Need To Know about Students and Why?," discusses the foundation for transitions assessments, Including primary assessment areas, descriptions of transitions assessment areas, and purposes of transitions assessment. Chapter 2, "Obtaining Transitions Assessment Data through Standardized Instruments," explains standardized assessment instruments, provides examples of standardized tests specifically designed for transitions accessible for individuals with disabilities, and through them, gain access to the information on the Web. It discusses which browsers can be made more accessible and evaluates different types of input. Mouse access, keyboard access, and voice input are reviewed. Processing aids, such as word prediction and abbreviation expansion programs, spell checkers, and text-to-speech programs, are described. The last section discusses how the output of a computer can be adapted by modifying the visual output, supplementing the visual output, or replacing the visual output. (CR)

ED 432 103 EC 307 308

Koroloff, Nancy
Starting Right: Early Intervention Demonstration Projects, July 1989 to December 1990. Interim Report.
SPONS. AGENCY- Oregon State Dept. of Human Services, Salem. Mental Health & Developmental Disabilities Services Div.
PUB DATE- 91
NOTE- 73p.; For related document, see EC 307 309.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Child Rearing; Children; Early Childhood Education; *Early Identification; Early Intervention; *Emotional Disturbances; Instructional Effectiveness; *Interpersonal Competence; Mental Disorders; Outcomes of Treatment; *Parent Education; Parenting Skills; Peer Relationship; *Prevention; Program Evaluation; Questionnaires; Social Development; Social Support Groups; Socialization; Tables (Data)
IDENTIFIERS- *Oregon; *Social Skills Training

This report describes four demonstration projects, funded from July 1989 to December 1990 in Oregon, on early identification and prevention of mental and emotional disorders in children. The intention of the projects was to find ways to identify children at risk of suffering emotional disorders and to intervene early enough to prevent these disorders. The first program described, the Interpersonal Cognitive Problem Solving Project, trained 407 second and third grade children, 84 of whom were identified at-risk, in social problem solving skills. Results found that the children who were at-risk demonstrated improvement in problem solving skills. In the second program, the Temperament Project, results found a reduction in the problem behavior of the children of the approximately 100 parents that received temperament services. The third project, the Jackson County Early Intervention Mental Health Project, offered special friends for children who are at-risk, socialization groups, and parent training. Preliminary findings indicated positive and significant changes in socialization. The last project, the Family Service Project, offered parent education and support groups with concurrent and follow-up home visits. Anecdotal evidence from participating parents and agency staff suggested that the project was having a positive effect. (References accompany each section.) (CR)

ED 432 104 EC 307 309

Koroloff, Nancy
Starting Right--Part II: Early Identification Demonstration Projects, January 1991 to July 1991. Final Report.
SPONS. AGENCY- Oregon State Dept. of Human Services, Salem.

PUB DATE- 80
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Involvement; Elementary Secondary Education; Enrollment; Organizational Effectiveness; Program Development; Program Evaluation; Public Schools; *School Community Relationship; *School Space; *Space Utilization
IDENTIFIERS- *Ohio (Upper Arlington)

The Community Education Program has created a series of publications detailing successful local community education programs that have dealt with specific problem areas such as citizen participation, child abuse, and programs for dropouts. This document presents the Upper Arlington, Ohio community education program that addressed use of excess school space created from declining school enrollments. The publication is divided into three parts. Part 1 is an overview of demographic information and the history of the project. Part 2 details the steps taken to organize and implement the 3-day Community Planning Laboratory undertaken to allow the citizenry time to determine the types of alternative uses of excess school space, and make their recommendations to the Upper Arlington Board of Education and the Upper Arlington City Council. Part 3 addresses the outcomes and conclusions of the planning laboratory and the actions taken afterwards. Appendices provide a sample informational/registration brochure for attendance at the Upper Arlington Community Planning Laboratory, a description of the Warner Amex QUBE communication system that allowed the Planning Laboratory to provide information to the community and promote the Laboratory's work, and a series of program workshop reports. (GR)

ED 432 124 EF 005 468

Accommodation for the 16-19 Age Group: NAFE: Designing for Change. Design Note 22.
PUB DATE- 80
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Planning; Foreign Countries; *High School Graduates; Postsecondary Education; *School Expansion; *Space Utilization; *Vocational Education

Many 16-year-olds in England seek alternatives to traditional formal higher education, thus requiring colleges to offer alternative means of attracting this group to continue their education in an educational atmosphere appropriate to their needs. This publication examines the problem of providing for non-advanced further education (NAFE) in the context of the expansion of an existing college. It considers the uncertainties of further educational requirements which, coupled with the constraints on building programs, indicate a pattern of growth in three discrete phases. Further, it provides details on the kinds of courses to be expected at the college and the accommodation which will be required. Finally, alternative approaches to the development plan are discussed and illustrated in relation to this overall strategy. Appendices include descriptions of two college non-advanced further education expansions; and calculation tables for syllogism construction helps English-as-a-Second-Language (ESL)/English-as-a-Foreign-Language (EFL) students in crafting argumentative essays. Subjects were 24 ESL students of varied linguistic backgrounds at the Mercer University (Georgia) English Language Institute. Half were given formal instruction in logic and syllogism construction. A multi-trait scoring procedure was used, testing formation of arguments and ideas, control of rhetorical features, and grammar control. Results indicate that instruction in logic and syllogism construction had a statistically significant positive effect on the writing scores given to those students who received instruction, as contrasted with those who did not receive the same instruction. (Contains 32 references.) (MSE)

ED 432 146 FL 025 904

Kuntz, Patricia S.
Students of Arabic at the University of Wisconsin.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; *Correspondence Study; *Distance Education; Higher Education; *Language Attitudes; Second Language Instruction; Second Language Learning; *Second Languages; *Student Attitudes
IDENTIFIERS- University of Wisconsin

A study investigated the beliefs about second language learning held by two populations of students of Arabic at the University of Wisconsin: 17 students studying first-semester Arabic in a campus classroom, and 6 students studying the same curriculum through a correspondence course. The subjects were of widely varying backgrounds, and some demographic differences were found in the two groups. A 47-item Likert-type scale was administered to identify language and language learning attitudes. Results indicate that some differences in beliefs about language learning exist between the two groups in question. Implications for curriculum and instruction are explored briefly. The instrument used in the study is appended. (Contains 27 references.) (MSE)

ED 432 147 FL 025 906

Newell, Jessica; Smith, Joye
Academic Success for Long-Term ESL Students.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Dropout Characteristics; *English (Second Language); High School Students; High Schools; *Limited English Speaking; *Literacy Education; Native Language Instruction; Notetaking; Reading Instruction; Second Language Instruction; Student Characteristics; Student Evaluation; *Time Factors (Learning); Withdrawal (Education); Writing Instruction
IDENTIFIERS- New York City Board of Education

The study examines the population of long-term students of English as a second language (ESL), those who are enrolled in offers savings to some out-of-state students through a student exchange program. Focusing on Illinois' role within the commission, the report notes that Illinois colleges and universities have used MHEC cost-saving programs such as regional self-insurance risk management and the natural gas and utilities initiative very sparingly. The report notes that while one of the most popular MHEC programs has been the interactive video program, most purchases made through MHEC were made in the early years of the program. The report concludes that while Illinois state colleges and universities probably will not benefit substantially from most MHEC initiatives due to the economies of scale already present in the state system, some small or private institutions might find it advantageous to make purchases through MHEC. It also notes that one of the main benefits of MHEC membership is its role in organizing regional meetings to consider the problems facing higher education. Two appendixes outline the 1998-1999 MHEC budget and provide a list of Illinois members. (MDM)

ED 432 168 HE 032 140

Miller, Michael T.
Dimensions to Faculty Governance Unit Orientation Efforts.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Governing Councils; *Governance; Higher Education; Institutional Mission; *Orientation; Participation; Participative Decision Making; Safety; School Policy; Standards; Teacher Student Relationship
IDENTIFIERS- *Faculty Attitudes

This study examined the Council for the Advancement of Standards' (CAS) standards for new student orientation as a possible set of criteria for faculty governance unit orientation programs. A random sample of 50 faculty governance unit (FGU) leaders were asked to rate the 20 CAS standards re-framed as faculty orientation criteria. The five statements rated the highest included developing positive relationships with students; providing information concerning academic policies, procedures, requirements, and programs; providing appropriate information on personal safety and security; promoting awareness of non-FGU opportunities for involvement; and understanding the purposes of the university. The two statements rated the lowest included providing information about opportunities for self-assessment and determining one's purpose in working with the FGU. Moderate agreement levels on many of the standards seemed to indicate that although FGU leaders supported the idea of an orientation for new FGU members, a less substantive program or one with other standards and criteria might suffice. (MDM)

ED 432 169 HE 032 141

Efird, Julian
State Sponsored College Savings and Prepaid Tuition Programs.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; In State Students; Investment; Parent Financial Contribution; *Paying for College; State

(12) "The Undergraduate Classroom Experience: Factors Associated with Its Vitality" (J. Fredericks Volkwein and Alberto F. Cabrera). Also included are the conference program and the 1997 membership list. (Some papers contain references.) (DB)

ED 432 188 HE 032 181

The Future Is Now: The Role of Institutional Research in Campus Transformation: Proceedings of the Annual Conference of the North East Association for Institutional Research (25th, Philadelphia, Pennsylvania, November 14-17, 1998).
PUB DATE- 98
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; College Students; Community Colleges; Data Analysis; Educational Finance; Higher Education; *Institutional Research; *Research Methodology; State Universities; Trend Analysis

This proceedings document is comprised of the 17 papers, panel presentations, and work shares presented at a 1998 conference on institutional research. The papers are: (1) "Description of the UDAES Project: A Study of Undergraduate Academic Experiences" (Karen W. Bauer); (2) "Transforming Your Campus: Mixed Methodology in Institutional Research" (R.J. Brodnick and Tracy L. Polinsky); (3) "Factors Affecting Grading Practices" (David X. Cheng); (4) "Designing Graduate Admission Studies To Influence Campus Transformation" (Anne Marie Delaney); (5) "Using Microsoft Access to Facilitate the Sampling and Distribution of an Alumni Survey" (Karen DeMonte and Karen W. Bauer); (6) "The Relationship Between Student Success in College and Assessment for Remedial Assistance" (Michael J. Keller and Monica Williams-Randall); (7) "A Formula for Writing Environmental Scans for Community Colleges" (Marcia M. Lee); (8) "Financing Education: An Analysis from the Results of the Survey of Graduates 1989-1997" (Qing Lin Mack and Jennifer A. Brown); (9) "The Impact of Outsourcing Auxiliary Enterprise on Educational Expenditures Per FTE" (Joan B. McDonald and Barbara R. Sadowski); (10) "Math Achievement and Math Course Taking" (Denise Nadasen); (11) "Using Cluster Analysis for Transcript Analysis of Course-Taking Patterns" (Wayne S. Obetz); (12) "From Database to Data Warehouse" (Wayne Obetz and Jane Grosset); (13) "They'll Surf but They Won't Swim: Student Reluctance to Apply to College Online and Implications for Web-Based Survey Research" (Sarah Parrott and Jennifer McKnight); (14) "On-Line News vs. Traditional Media: Student Preference Regarding the Acquisition of Current Events" (Dawn Geronimo Terkla and Jennifer McKnight); (15) "Using Predictive Modeling to Target Student Recruitment: Theory and Practice" (Emily Thomas , Gayle Reznik, and William Dawes); (16) "Comparing Administrative Satisfaction in Public and Private Higher Education" (James Fredericks Volcan and Kelly Parley); and (17) "Factors Affecting Academic Outcomes of Underprepared Community College Students" (Jishen Zhao). Also included are the conference program and the 1998 membership list. (Some papers contain references.) (DB)

ED 432 189 HE 032 182

Trends in Student Borrowing. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; Extracted from "The Condition of Education 1998," see

ED 432 208 HE 032 202

The Blue Book. Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs. 1999 Edition.
PUB DATE- 99
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accounting; Compliance (Legal); Educational Legislation; Federal Legislation; *Federal Programs; Federal Regulation; Financial Support; Government School Relationship; Grants; Higher Education; Management Information Systems; Program Administration; Recordkeeping; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Higher Education Act Title IV

This guide is intended to provide guidance to college and university business office personnel who handle recordkeeping, accounting, and other fiscal reporting functions for federal Title IV financial aid programs, as authorized by the Higher Education Act of 1965, as amended. This edition emphasizes the benefits and challenges of electronic management of Title IV programs. Chapter 1 provides an overview of federally funded student financial aid programs, explains the fiscal calendar, and defines terms such as "academic year" and "award year." Chapter 2 presents institutional Title IV operational and program requirements. Chapter 3 discusses fiscal procedures unique to obtaining authorization for Title IV campus-based funding and managing these programs; Chapter 4 provides a comprehensive discussion on projecting cash needs, drawing down funds, disbursing funds to students, and returning funds. Chapter 5 describes the fund-accounting approach used to manage Title IV program funds. Chapter 6 addresses reporting requirements for Title IV programs and the Fiscal Operations Report and Application To Participate forms. Four appendices provide (1) a glossary of terms, (2) a list of commonly used acronyms, (3) a list of other publications that supplement and support the information in this guide, and (4) a directory of contacts for technical assistance. (DB)

ED 432 209 HE 032 203

Weaving the Web of MSE Success for Minorities: Top Ten Colleges and Universities Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; American Indians; *Bachelors Degrees; Black Students; Colleges; Engineering; Higher Education; Hispanic Americans; *Majors (Students); Mathematics; *Minority Groups; Questionnaires; School Holding Power; Sciences; Student Recruitment; Tables (Data); Universities
IDENTIFIERS- Integrated Postsecondary Education Data System

This study identifies the institutions of higher education which

examine what happened, how to solve problems, and how to take advantage of new possibilities. The following hypothesis is formulated: one can improve the efficiency in distance learning by introducing the participants to the special character of electronic conferencing systems communication and group processes; such an introduction ought to be based on the students' experiences and actions. A field experiment conducted during the autumn term of 1998 to test this hypothesis is summarized. (Author/AEF)

ED 432 228 IR 019 598

Hirtle, Jeannine S.; McGrew-Zoubi, Robin; Lowery-Moore, Hollis
Conducting Education Methods On-Line to Teachers on Emergency Certification.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Computer Assisted Instruction; *Computer Mediated Communication; Conventional Instruction; Curriculum Development; *Distance Education; Higher Education; *Inservice Teacher Education; *Instructional Design; Instructional Effectiveness; *Methods Courses; Qualitative Research; Secondary Education; Secondary School Teachers; Student Evaluation; Teacher Attitudes; Teacher Certification; Teaching Methods; World Wide Web
IDENTIFIERS- Sam Houston State University TX

This paper is a mid-project report of a study being conducted of a block of education methods courses (i.e., courses on classroom management, content area reading, secondary methods, and the professional educator) for students seeking emergency certification. This block is being taught 80% asynchronously through the Internet and 20% synchronously in a classroom at Sam Houston State University (Texas). The target population is post-baccalaureate students who are employed under emergency certification in secondary school settings. Qualitative analysis techniques were applied to field notes, transcripts of computer-mediated discourse, project evaluations, and interviews with the professors and students. The findings of this study are presented by the administrator (immediate supervisor) and the two professors. The administrator's discussion addresses registration procedures, entrance requirements, online activities, student progress, and concerns about time required of faculty. The professors' comments highlight recruitment, financial aid, technical expertise of students, problems with students accessing the message boards, lesson design, and assessment. (Author/AEF)

ED 432 229 IR 019 599

Kammerdiener, Troy; Smith, Lon
Supporting a Web-Based Curriculum with a Diverse Mix of Authoring Competency.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English

ED 432 249 IR 019 619

Cadiero-Kaplan, Karen
Collaborative Technology Development: A Staff Development Model for Integrating Computers into School Curriculum.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Education; Elementary School Teachers; Evaluation Criteria; *Faculty Development; Inservice Teacher Education; *Instructional Development; Instructional Effectiveness; Needs Assessment; Postsecondary Education; *Program Development; Program Evaluation; Teacher Surveys; Teacher Workshops; Training
IDENTIFIERS- Capacity Building; Learning Environments; Quality Indicators; San Diego Unified School District CA; *Technology Integration

This paper documents the methodology, research process, process interventions, and the resulting quality indicators of a technology staff development project. The project was designed to assist the administration at an elementary school in San Diego (California) in developing a capacity building model of staff development that would support the effective integration of technology into the curriculum. The aims of the project were to develop basic computer expertise among teachers, while providing them with immediate strategies and resources to assist them in effectively utilizing computers with their students and in their classroom environments. (Author/AEF)

ED 432 250 IR 019 620

Jacobsen, D. Michele; Clark, W. Bruce
New Meets New: Fitting Technology to an Inquiry-Based Teacher Education Program.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Curriculum Development; Foreign Countries; Higher Education; Instructional Development; Masters Programs; Needs Assessment; Student Teachers; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Technology Integration; University of Calgary (Canada)

The method by which student teachers at the University of Calgary are prepared to meet technology requirements for teacher certification has been made obsolete by the introduction of a new inquiry-based teacher education program. Combined with a new school curriculum, which requires the seamless integration of technology into core subject areas, this has prompted the need to rethink the technology aspect of the teacher education program. A needs assessment based on the new Alberta curriculum was conducted to generate a technology profile of student are involved for a course Web environment, and proposes the pedagogical benefits which can accrue for student and teacher. Students will become more active learners as they take responsibility as co-discoverers of knowledge. Instruction will improve as it becomes more flexible, relevant, and interactive. Course materials will evolve along with the supporting technology. (Author/AEF)

ED 432 271   IR 019 641

Maeers, Mhairi; Browne, Nancy; Cooper, Elizabeth
Pedagogically Appropriate Integration of Informational Technology in an Elementary Preservice Teacher Education Program.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Literacy; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Education; Faculty Development; Foreign Countries; Futures (of Society); Higher Education; *Information Technology; Inservice Teacher Education; Instructional Development; Learning Modules; Preservice Teacher Education
IDENTIFIERS- Saskatchewan; *Technology Integration; *Technology Utilization; University of Regina SK

This paper describes ways in which preservice students in an elementary education four-year degree program at the University of Regina (Saskatchewan) learn about and learn with information technology. Students learn specific skills and concepts related to informational technology (IT) and its uses and application to the classroom in specific ways at different stages of the program. Also discussed in the paper is the evolving faculty inservice training to reskill or retool instructors to enable them to provide meaningful IT experiences for students. One particular experiment is outlined, an experiment that addressed the content of and response to a specific set of five IT modules implemented in order to ensure that all students complete their education degrees with a mandatory set of technology concepts and skills, in a program where there is no mandatory computers in education class. Ways that students who have taken the five modules are using IT in pedagogically-appropriate ways are outlined. The paper also describes a vision of the IT future for faculty and students. (Author/AEF)

ED 432 272   IR 019 642

McCoy, Ann Harter
Integration of Technology into Higher Education Teacher Preparation Programs.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Practices; *Educational Technology; Higher Education; Instructional

proposed three-year model provides a framework that will establish mentoring relationships between preservice and inservice teachers and will create classroom opportunities for them to infuse technology with best teaching practices. This paper describes the purpose of the project and discusses various activities that have occurred during the first year of the project. A literature-based rationale for the need to support inservice and preservice teachers in their use and integration of instructional technology is also provided; areas reviewed include technology integration models, technology support for inservice teachers, and technology in teacher education. (Author/MES)

ED 432 292 IR 019 662

Berg, Craig A.; Jefson, Cristy
Top 20 Collaborative Internet-Based Science Projects of 1998: Characteristics and Comparisons to Exemplary Science Instruction.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Educational Objectives; Elementary Secondary Education; Instructional Effectiveness; Models; *Science Activities; *Science Instruction; *World Wide Web
IDENTIFIERS- Collaborative Inquiry; Web Sites

This paper utilizes the characteristics of model science instruction to identify exemplary Internet-based science collaborations. The filter for attaining "exemplary" status was based on state and national standards-generating initiatives and the corresponding implications for appropriate student activity in science classrooms. Twenty examples of online collaboration are identified, described, and used as models that contain the basic components of effective online science collaboration. These models are separated into the following categories: (1) observation and sampling of wildlife (self-collected data); (2) observation and sampling of wildlife (scientist-collected data); (3) observation and sampling of self-characteristics; (4) sampling and analysis of environmental data; (5) resource awareness and consumption; (6) content-related, participant-dependent calculation; and (7) problem solving and engineering. The models also serve to highlight ancillary features that make online collaborative investigations even more effective. (Author/MES)

ED 432 293 IR 019 663

Alhalabi, Bassem; Hamza, M. Khalid; Hsu, Sam; Anandapuram, Sudeep
Virtual Education: Reality or Virtuality?
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Clearinghouses; *Databases; Information Dissemination; Information Services; *Information Systems
IDENTIFIERS- *ERIC

This document consists of the last two issues of the now discontinued printed "ERIC Administrative Bulletin" (EAB). For nearly twenty years, EAB was the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB was prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles were reviewed and approved by the ERIC Program Office before publication. The EAB was distributed solely within the ERIC system (approximately 20 contractors) and was intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB was also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements were: Action Items; Network News; Vendor News, International News; Personnel; Clearinghouse Publications; and Meetings Participated In. All new forms and all major reports commonly were included as attachments to EAB issues. (WTB)

ED 432 314   JC 990 440

Cross, K. Patricia
Learning Is about Making Connections. The Cross Papers Number 3.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Community Colleges; Comprehension; Experiential Learning; Learning; Learning Strategies; *Metacognition; Recall (Psychology); Retention (Psychology); *Schemata (Cognition); Two Year Colleges

This paper discusses what is known about learning to date by emphasizing "connections" as necessary for learning. Knowledge about these connections can be placed into four categories: (1) neurological connections; (2) cognitive connections; (3) social connections; and (4) experiential connections. In terms of neurological connections, sensory input is crucial for newborns, but as long as the brain continues to be stimulated, our brains continue to make connections. Regarding cognitive connections, it has become apparent that people's minds think and understand things in terms of schemata. Therefore, it is easier to learn more complex concepts that fit into existing schemata than it is to learn something completely new. Deeper learning gets placed into schemata with time. Cognitive strategies can be broken down into cognitive learning and metacognitive strategies. These strategies are broken down and detailed in the document. Social connections refer to the implications for other institutions facing similar challenges. It suggests that an institution's capacity to meet these two goals requires attention to institutional cultures, leadership style, and organizational infrastructure. In strengthening these areas, community colleges can improve their effectiveness in building human resources and social capacities for survival and success in a changing world. Colleges must look seriously at new roles, partnerships, and marketing, as well as value systems that include team-building strategies, risk taking, and openness to expanded access, economic development, and local cultures. Contains 12 references. (VWC)

ED 432 333 JC 990 461

Student Transfer between New Mexico's Postsecondary Institutions, Spring 1999.
PUB DATE- 99
NOTE- 10p.; For the 1998 report, see JC 990 471.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Bachelors Degrees; College Graduates; *College Transfer Students; Community Colleges; Enrollment; Higher Education; *Institutional Cooperation; *Public Colleges; State Universities; Student Characteristics; *Transfer Policy
IDENTIFIERS- New Mexico Commission on Higher Education

This report summarizes the progress made by the Commission on Higher Education and the faculty and administrators at New Mexico's 25 postsecondary campuses in facilitating student transfer between institutions. New Mexico's colleges and universities have steadily improved their working relationships, which is based on an increased rate of transfer credits. The state's six public universities have been found to accept 95% of the credits presented for transfer. Reasons for transferring and being denied transfer are described. An analysis was performed on data from the Commission's statewide database to gather information about the representation of transfer students among bachelor's degree recipients. The study found that over half of New Mexico's bachelor's degrees are awarded to transfer students. In addition, most baccalaureate students enroll for more than the minimum number of credits needed for the completion of a degree. Statewide, transfer students differ little, if at all, from native students in this respect. Among associate degree recipients, it was found that over four in ten of New Mexico's associate degrees are awarded to transfer students. Commission Priorities for 1999-2000 are also detailed. Tables describe credit hour accumulation by associate degree recipients and the total hours in New Mexico by campus. (JJL)

ED 432 334 JC 990 463

Strategic Initiatives and Goals.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cognitive Style; Community Colleges; Educational Planning; Educational Resources; Faculty Recruitment; *Institutional Mission; *Organizational Objectives; School Business Relationship; *School Community

followed by the codes that indicate depth and related academic area for each grade level. Unit topics are as follows: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; basic computer concepts and applications; quality assurance; technical recording and reporting; drafting technology; computer-assisted design and drafting (CADD) fundamentals; intermediate CADD; basic electricity; fundamentals of electronics technology; electronic noise; analog circuits; digital logic circuits; microcomputer electronics technology; instrumentation and control technology; electro-optic technology; electronics troubleshooting and repair; programmable logic controllers; communications electronics technology; industrial electricity; electrical test and measurement equipment; electromechanical technology; hydraulics and pneumatics; computer-aided engineering; wiring methods; electronic assembly and repair; local area network operations; and mechanical power transmission. (YLB)

ED 431 873   CE 078 804

Australian Personal Enrichment Education & Training Programs. An Overview.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Activities; Enrichment; *Enrichment Activities; Foreign Countries; Handicrafts; Improvement Programs; *Individual Development; *Leisure Education; Leisure Time; *Lifelong Learning; Postsecondary Education; *Recreation; Recreational Activities; Recreational Programs; Vocational Education; Youth Programs
IDENTIFIERS- *Australia

Recreation, leisure, and personal enrichment education and training programs play an important role in the total education and training undertaken in Australia. Depending on the State or Territory, personal enrichment programs are delivered by registered and unregistered community providers; technical and further education (TAFE) and other government providers; registered and unregistered private providers; and schools and higher education providers. Students undertaking personal enrichment programs and the providers delivering this training and education make an important contribution to achieving the national goals of lifelong learning and a training culture. Statistics for 1997 include the following: almost 380,000 clients undertook personal enrichment programs, an apparent decline from 1996; 71 percent of personal enrichment students were enrolled with registered community providers, and the remainder participated in courses provided by TAFE and other government training institutions; approximately three-fourths of individuals undertaking personal enrichment programs were female; clients were from all age groups; personal enrichment programs accounted for 8.6 million annual hours of training, an average of 23 hours per client; two-thirds of the annual hours of personal enrichment training activity were funded on a fee-for-service basis, with the remaining funded or subsidized by governments; and 74 percent of clients were employed. (Fourteen figures and 12 tables are provided. Technical and explanatory notes are appended.) (YLB)

IDENTIFIERS- *Germany

Throughout the world, the forms of employment in industrialized countries are in a state of flux. Employment relationships that were previously considered "regular" (permanent, full-time) are becoming less significant. In place of these relationships, other employment options (such as fixed contracts, part-time employment, and contingent employment) are becoming more common. Using Germany as an example, a study was conducted to describe what factors lie behind the dynamics of the change in employment forms. The study showed that the regulatory or legal framework, in contrast to what is often implied, is only one key factor in explaining the change in employment forms. Other factors include labor costs, net income obtainable, and structural change. The study concluded that it is not possible, based on current research, to determine or prescribe the future of employment forms. Instead, two competing trends are likely: (1) increasing loss of significance of the regular employment relationship as a result of even more diversity in employment forms; and (2) reform of the regular employment relationship (such as lowering social insurance contributions or reducing regulations), which would result in slowing down the signs of disintegration. (Contains 25 references.) (KC)

ED 431 891 CE 078 857

Silva, Tim; Cahalan, Margaret; Lacireno-Paquet, Natalie

Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies. Working Paper Series.

PUB DATE- 98

NOTE- 235p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Adult Students; *Decision Making; *Educational Research; Literature Reviews; Models; Predictor Variables; Research Design; *Research Methodology; *Student Participation

IDENTIFIERS- *National Household Education Survey

In preparation for the next National Household Education Survey (NHES), the conceptual frameworks of participatory behavior and methods used by other researchers to study factors promoting or inhibiting participation were examined. The following items were reviewed: the adult education (AE) barriers questions included on the 1991 and 1995 editions of the NHES; 33 empirical studies of participation/nonparticipation in AE and activities other than AE; and examples of conceptual frameworks from selected areas (economics, social psychology, leisure studies, health research, AE, theories of change, dropout and attrition studies, the time allocation literature, and studies of consumer choice behavior). The option of drawing upon multiple models when developing the AE component of the next NHES was deemed superior to the single-framework option. The following key variables were recommended for consideration for possible inclusion in the NHES: demographic/background characteristics; life events and transitions; past participation in AE; other participatory behavior; co-participants; physical and mental health; intentions; perceptions of barriers; perceptions of benefits; motivations; reference group opinions; attitudes/opinions toward education; and role of technology and availability of other options to formal AE courses. (Thirty-eight tables/figures/exhibits are included. The report contains 98 references. Appended are abstracts of all 33 empirical studies reviewed; each contains curriculum was examined through a case study of a CABE English class of nine students that was held in an outer Sydney Technical and Further Education college. Data were collected through the following activities: (1) semistructured interviews with the teacher and three students; (2) review of the teacher's planning notes and handouts and student writing; and (3) two 3-hour classroom observations conducted during weeks 5 and 12 of the 18-week course (English 1). The teacher had 18 years of experience teaching high school and had been a full-time adult basic education teacher for 6 years. The students were a 40-year-old female, 21-year-old male, and 36-year-old female. The literacy being constructed by the teacher in the study classroom was a performative, functional literacy that was concerned with individual students' personal growth and placed strong emphasis on building self-esteem and developing self-confidence. A variety of texts were being used in class, including the following: writing opinions, descriptions, and book reviews; reading newspapers and books; doing crossword and other puzzles; and giving a talk. There was some evidence of student literacy practice outside the classroom. The students saw themselves, often for the first time, as successful learners. The teacher viewed herself as a facilitator, and the students saw themselves as successful learners on pathways to further courses or jobs. Numerous student writing samples are included. Appended are the following: chronological summary of data, transcripts from two observation, and table detailing four reader/writer roles.) (Contains 38 references.) (MN)

ED 431 908   CE 078 897

Hazell, Pat
Student Outcomes: Investigating Competency-Based Curriculum in Adult Basic Education. Research Report No. 5.
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Learning; *Competency Based Education; *Curriculum Evaluation; Educational Administration; Foreign Countries; Literature Reviews; *Outcomes of Education; Program Development; State Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Australia (New South Wales); *Certificate In Adult Basic Education (Australia)

The outcomes attained by Australian adults enrolled in competency-based Certificate in Adult Foundation Education (CAFE) courses were examined. Special attention was paid to the outcomes achieved by students in the two lowest of the CAFE program's four levels. The main data sources were as follows: literature review; enrollment data from the Technical and Further Education (TAFE) Student Information System; questionnaires circulated to all 74 TAFE colleges with students enrolled in the relevant levels of CAFE; in-depth interviews with four CAFE teachers from four TAFE colleges selected to provide a representative picture of CAFE at the lower levels in New South Wales (NSW); and interviews with three key figures involved in adult basic education (ABE) curriculum development. Although the teachers saw CAFE as resulting in a wide range of benefits for learners, their support for CAFE was by no means unanimous. CAFE was found to vary by geographic region, college size, funding, and local interpretations of the CAFE syllabus. CAFE was said to not be meeting the learning needs of all entry-level ABE students. Concern was expressed about the reduction network architectures; network operating systems; wide-area networks; network management; basic mainframe concepts; database management system basics; database administration; data warehousing; application development life cycle; information systems theory; information systems management; information system analysis and design; system installation and maintenance; system administration and control; project management; communication; technical writing and documentation; customer relations; economic and business concepts; financial management functions; international business; management and supervision; business law, ethics, and legal issues; quality assurance; training products; statistics; basic electricity; fundamentals of electronics technology; and telecommunications. Two appendixes contain summaries of academic connections of the Ohio Model Competency-Based Programs in Language Arts, Mathematics, and Science, and a certification crosswalk summary. (KC)

ED 431 927 CE 078 952

James, Donna Walker, Ed.; Jurich, Sonia
More Things That Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices. Volume II.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; Commonwealth Fund, New York, NY.; General Electric Foundation, Ossining, NY.
PUB DATE- 99
NOTE- 393p.; For volume I, see ED 409 462.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Career Development; *Disadvantaged Youth; *Education Work Relationship; Elementary Secondary Education; High Risk Students; Higher Education; Late Adolescents; Models; Preadolescents; Program Descriptions; Program Effectiveness; Program Implementation; Program Improvement; *Youth Programs

This book contains 46 summaries of positive findings from youth interventions based on 64 evaluations. Each of the summaries follows an outline that includes these components: an overview, population information, evidence of effectiveness, key components, contributing factors, study methodology, geographic areas, and contact information (plus a section of additional resources for some studies). The summaries are organized in three sections: education and career development, building strong communities, and of interest (recent studies dealing with a variety of topics about youth policies and practices). Among the best known approaches described are the following: Career Academies, School-to-Work, Tech Prep, Boys and Girls Clubs of America, 4-H, Teen Outreach Program, Youth as Resources, and programs recognized by PEPNet (the Promising and Effective Practices Network). The report also summarizes evaluations of community schools and after-school, juvenile justice, and English language development programs. The report provides a resource of empirical findings (beyond anecdotal evidence) for policy makers and program practitioners to use to create and implement strategies to improve services and supports for youth, particularly disadvantaged and at-risk young people. The document also contains a table summarizing program characteristics and a bibliography of the 64 evaluations. (KC) quality through improvement in performance measures in 29 hotels testing a performance improvement program that included a primary HRD component. "Mastering Turbulent Growth: A Growth Audit at a Major Pharmaceutical Research Center" (Michael Leimbach, Meredith Ceh) presents a model for conceptualizing the nature of organizational growth and provides a case example of how this framework was applied as a diagnostic tool within a major pharmaceutical research center, with results that clarified the human resource implications of the organization's growth strategy. "A Study of the Role of HRD in Response to External Environmental Change in Public Service Organizations" (Kenneth R. Bartlett) explores the role of HRD in response to external environmental change as a component of strategic human resource management planning, with results showing a high level of support for HRD activities highlighting the need for HRD researchers to concentrate efforts on developing frameworks that are of equal applicability in large and small private and public agencies. "Operationalizing Alignment: Testing Alignment Theory" (Steve W. Semler) presents a theory-based operational definition of organizational alignment for research; it includes an operationalization of the alignment construct and a description of an alignment measurement instrument. (KC)

ED 431 946 CE 078 978

University HRD Programs.
PUB DATE- 99
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Ehrlich (14-1) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Educational Needs; Entrepreneurship; Graduate Study; Higher Education; Human Resources; Interdisciplinary Approach; *Labor Force Development; Masters Programs; *On the Job Training; Online Systems; Outcomes of Education; Skill Development; Small Businesses; TEaching Methods; Undergraduate Study; World Wide Web

The first of the three papers in this symposium, "Scaling the Walls of Academic Silos: The Birth of a Cross-disciplinary Academic HRD Human Resource Development Program" (Ann K. Brooks, Kathleen Edwards, Alison Davis-Blake), describes and analyzes how one HRD program transcended the walls of the graduate school of business and a college of education and created a cooperative program in human resources. "An Examination of Teaching Pedagogies in Entrepreneurial Education, an Historical Examination" (Ayman Tarabishy, Erik K. Winslow, George T. Solomon) discusses results of the 1997 National Survey of Entrepreneurial Education and compares the findings to four earlier national surveys conducted from 1979-1992, with results indicating a trend toward greater integration of practical applications and technology into the teaching pedagogy of entrepreneurial education. "Examination of Critical Issues for Development and Implementation of Online Instruction" (Scott D. Johnson, Nilda Palma-Rivas, Chanidprapa Suriya, Steve Downey), is a descriptive and exploratory study that examined several critical issues affecting the development and implementation of online instructional programs. The intent of the study was twofold: (1) help online program personnel understand the unique challenges and opportunities presented by online instruction; and (2) expand the base of knowledge

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Competence; Educational Needs; *Evaluation Methods; Interrater Reliability; *Job Performance; Job Training; *Labor Force Development; Needs Assessment; Office Occupations; *Performance Based Assessment; *Personnel Evaluation; Predictor Variables; Public Agencies; Statewide Planning; Systems Approach
IDENTIFIERS- Louisiana

This document contains four symposium papers on assessing employee performance. In "Influence of Liking and Similarity on Multi-rater Proficiency Ratings of Managerial Competencies" (Reid A. Bates), the pattern of correlations identified between raters, independent variables, and different competencies suggests that raters may react differently to certain types of similarity and the nature of raters' reactions may vary with the type of skill or performance being rated. "A Cross-Case Study: Revisiting Implementations of the Performance Analysis for Training (PAT) Model" (Catherine M. Sleezer, Dale E. Kunneman) reports on five published case studies that describe systematic needs analysis based on the PAT model and reveal the influence of organization, decision maker, and analyst characteristics on the results yielded by the model. "Large-Scale Training Needs Assessment of State Government Office Support Workers: A Case Study" (Donna H. Redmann) discusses a case study of a statewide assessment of the training needs of office support and clerical workers in Louisiana state government. "Results Assessment System: From Evaluation to Assessment" (Richard A. Swanson, Elwood F. Holton III) describes the Results Assessment System, which is grounded in human resource development theory and practice. It is shown to be credible and practical. (MN)

ED 431 965 CE 078 997

Core Directions in Human Resource Development.
PUB DATE- 99
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Competence; Computer Uses in Education; Distance Education; Ethics; Foreign Countries; Graduate Study; Higher Education; Human Resources; Instructional Design; *Labor Force Development; Moral Values; On the Job Training; Online systems; *Psychological Characteristics; Quality of Working Life; Teacher Role; Teaching Methods; Work Attitudes
IDENTIFIERS- Human Resource Specialists; *Myers Briggs Type Indicator

The first of the four papers in this symposium, "Examination of Critical Issues for Development and Implementation of Online Instruction" (Scott D. Johnson, Nilda Palma-Rivas, Chanidprapa Suriya, Steve Downey), reports on a descriptive and exploratory study that examined several critical issues affecting the development of online instructional programs. The study was conducted to help online program instructors and designers to understand the challenges and opportunities of online instruction and to expand the base of knowledge in the field. "The Relationship of Psychological Preferences and the Human Resource Development Role of Instructor/Facilitator: A Qualitative Analysis" (Rafael Martinez, Douglas H. Smith) is an ethnographic study conducted to describe the congruency of modeling of attitudes and behaviors by school psychologists with all students and staff. Any program designed to address the needs of sexual minority youth should also include efforts to educate parents and the community through involvement with other organizations committed to equal opportunity for education and mental health services for all youth. Schools can only be truly safe when every student, regardless of sexual orientation, is assured of access to an education without fear of harassment or violence. (Contains 18 references.) (MKA)

ED 431 984 CG 029 339

Breland, Alfiee Matiese
Airing Dirty Laundry: Reasons and Processes by which Skin Tone Stratification Continues To Be a Pervasive Aspect of the African American Community.
PUB DATE- 97
NOTE- 97p.; Doctoral Dissertation, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Aesthetic Values; Black Youth; *Blacks; Competence; Counselor Training; *Cultural Awareness; Ethnic Bias; Ethnic Relations; Ethnicity; *Ethnocentrism; Group Dynamics; Junior High Schools; Physical Attractiveness; Physical Characteristics; *Racial Bias; Racial Differences; *Racial Identification; Self Esteem; Success
IDENTIFIERS- *African Americans; *Skin Color

The purpose of this study was to identify the reasons and processes by which skin tone affects assumptions regarding competence among African Americans. As such, the study addressed two important hypotheses: (1) that African Americans demonstrate light skin tone bias as measured by perceptions of competence, and (2) that African Americans' self-esteem, ethnic identity, and use of strategies for coping with cultural diversity affect individual skin tone bias. Adolescents (N=200) in two states completed four instruments. Of that group, 145 were appropriate participants for the study (i.e., they were African American or biracial with one African American parent). The results of the study indicate that African Americans view lighter skinned group members as being more competent. In addition, the study demonstrated that African Americans view attractive group members as more competent than their unattractive peers. However, the results of the study did not indicate that self-esteem, ethnic identity, and use of coping strategies affect the skin tone bias variable. Therefore, it was concluded that although African Americans demonstrate skin tone bias, the reasons and processes by which such occurs remains unknown. Appendix A contains the four survey instruments. Appendix B is the consent form. (Contains 71 references and 4 tables.) (Author/GCP)

ED 431 985 CG 029 340

Knipe, Janet; Warren, Joy
Foster Youth Share Their Ideas for Change. Youth Work Resources Number 3.
PUB DATE- 99
NOTE- 58p.; Foreword by Hillary Rodham Clinton.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

Things Are," while three other sixth graders developed a mural based on content reading which was placed on display in the hallway. Self-evaluation was used by the students when the teacher asked relevant questions about the product. Middle school students can be very responsible individuals when following their own interests in the reading curriculum. Some other approaches to appraise middle school student achievement in reading are: writing a letter to the author to indicate interest in the trade book; presenting an oral report to the class; developing a related formal dramatics presentation; rating a library book based on clearly defined criteria; and making comparisons between two trade books as to likenesses and differences in content, style, and purpose. (NKA)

ED 432 004 CS 013 640

Ediger, Marlow
Joseph Lancaster and the History of Reading Instruction.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Elementary Education; *English Curriculum; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Lancaster (Joseph)

Examining the origin and accomplishments of the Lancastrian monitorial system of instruction, this paper discusses the influence of that system on American education. It gives a brief history of how Joseph Lancaster became involved in reading instruction and how he was a pioneer in emphasizing a reading curriculum that was written down. It then describes the monitorial system of instruction and the Lancastrian method of reading instruction. It discusses influences of Lancaster on American education and lists six relevant beliefs in the thinking of Joseph Lancaster that were very progressive for his day. The paper concludes that Lancaster has a relevant place in the history of reading instruction as well as in bringing to the United States his monitorial system of instruction. Listed are 10 trends that are presently used in the teaching of reading. (Contains 15 references.) (SC)

ED 432 005 CS 013 641

Ediger, Marlow
Listening and Reading in the Elementary School.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Curriculum Development; Elementary Education; *Listening; *Listening Habits; *Listening Skills
IDENTIFIERS- *Critical Listening

Presenting many listening activities, this paper discusses reading and listening development in elementary school. It lists five pointers to stress in developing pupils who listen well and gives a set of criteria to provide a framework to use in evaluating pupil achievement in listening. The paper lists six items teacher assistants should listen for when participating in a discussion with a pupil. It then offers five

DESCRIPTORS- Change Strategies; Educational Change; Elementary Education; Instructional Leadership; *Principals; *School Administration; School Culture; Superintendents
IDENTIFIERS- Accelerated Schools; *Principal Transfer

This paper explores strategies, based on experience, for coping with principal reassignment. It focuses on practical, repeatable approaches to reassignment that might also help central-office administrators who are contemplating a shuffling of principals. It offers as a case study an elementary school, an Accelerated School in Salinas, California, that underwent a principal reassignment. The article outlines the Accelerated School's philosophy and process and the steps in transitioning to a new principal. It then relates how the school not only had its principal reassigned, it also lost the two coaches who were helping to implement the Accelerated School's format. The school community reacted by forming a steering committee that addressed one fundamental question: How do we shape the hiring process so that an individual who is sensitive to the school's history and active involvement as an Accelerated School can be hired? The steering committee acted as a clearinghouse of information and dealt directly with the superintendent of schools. The committee and the superintendent then drafted a "job description" for the two coach positions. The respect shown the steering committee and the school demonstrated the district's willingness to honor a process that one of its schools was deeply committed to. (RJM)

ED 432 027 EA 029 249

Anderson, Lee; Marsh, Julie
Early Results of a Reform Experiment: Charter Schools in California.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For the full report, see "Evaluation of Charter School Effectiveness" (1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Assessment; Educational Change; Elementary Secondary Education; Institutional Autonomy; Program Evaluation; *School Effectiveness; *State Surveys
IDENTIFIERS- *California

This paper reports findings from a study of the effectiveness of charter schools in California. The study's purpose was to report preliminary findings to the Legislative Analyst's Office relating to the educational performance, characteristics, and practices of charter schools and their sponsoring agencies. The study addressed six central questions: (1) What reform strategies and assumptions drive charter schools? (2) What are the characteristics of charter schools in California? (3) What practices most sharply distinguish charter schools from noncharter public schools? (4) Are sponsoring agencies holding charter schools accountable for their performance? (5) What are the relationships between charter schools and their sponsoring agencies? and (6) How are charter schools assessing their own educational outcomes? Data for the study were obtained through a telephone survey of 111 charter schools approved as of April 1, 1997; through a mail survey to all district and county sponsors of charter schools; through site visits to 12 charter schools; and through semistructured interviews with state

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Change; Foreign Countries; *Instructional Leadership; Leadership Training; *Outcomes of Education; Program Evaluation; School Effectiveness; *School Restructuring; Secondary Education
IDENTIFIERS- Australia; *Organizational Learning

This paper reports on the Leadership for Organisational Learning and Student Outcomes (LOLSO) Project, a new program that addresses the need to extend understanding of school restructuring initiatives in Australia. The project aims to change school practices by enhancing student learning. The LOLSO Project addresses six specific research questions: (1) How is the concept of organizational learning defined in Australian secondary schools? (2) What conditions inside and outside Australian high schools account for variations in organizational learning? (3) Does the level of organizational learning in secondary schools contribute to the extent of students' participation in and engagement with school? (4) What proportion of organizational learning is accounted for by school leadership? (5) What leadership practices promote organizational learning in schools? and (6) What leadership training experiences can develop such practices and capacities in leaders? Questionnaires were developed for teachers, principals, and students. A total of 2,503 teacher and principal responses and 3,508 year-10 student responses were received. Results indicate that "resources" and "leader" emerged as the two dominant factors in terms of their total effect on organizational learning. "Active involvement," "school profile," "school autonomy," "distributed leadership," and "staff valued" also contributed strongly. Six tables contain conceptual and operational definitions, statistical results, and other information. Contains 43 references. (RJM)

ED 432 047 EA 029 911

Warren, Constancia; Fanscali, Cheri
A Service-Based Approach to Addressing Educational and Social Outcomes for Youth: Lessons from the Evaluation of New Jersey's School-Based Youth Services Program.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; *High Risk Students; Institutional Cooperation; *Integrated Services; Outcomes of Education; Program Effectiveness; Program Evaluation; Role of Education; *School Community Relationship
IDENTIFIERS- New Jersey

This paper uses an evaluation of the School Based Youth Services Program (SBYSP), a school-linked, service-integration program in New Jersey, to explore how school-community collaborations can achieve both educational and social, emotional and behavioral outcomes. The paper provides background information and Year 2000 readiness. It also reviews elementary and secondary education and student financial-assistance programs to ensure that ED programs are administered with efficiency, effectiveness, and integrity. A review of ED's information technology showed that ED made significant progress in preparing for the Year 2000 and has reported that all mission-critical systems were renovated, tested, and implemented by March 31, 1999. The review also revealed that security in the Grants Administration and Payment System was enhanced and that ED's management of the system-development process could be improved. The audit highlights efforts associated with reauthorization of the Elementary and Secondary Education Act and the proposed Education Flexibility Partnership Act of 1999; assessments in student- financial assistance, including a study of cost issues in federal-loan programs; results from a congressional initiative to improve federal management; and audit-resolution practices and quality initiatives, such as the Cooperative Audit Resolution and Oversight initiative, which is a collaborative method whereby states and the ED work together to solve recurring problems. Two abstracts list significant audits and audit-related activities and important prosecutive actions resulting from OIG investigations. (RJM)

ED 432 066 EA 029 937

U.S. Department of Education Indirect Cost Determination Guidance for State and Local Government Agencies.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Federal Programs; Higher Education; *Program Administration; Public Agencies; Records Management
IDENTIFIERS- *Department of Education; *Indirect Costs

This guide provides new direction in financial management and oversight practices for accounting and charging administrative costs as they relate to programs administered by the U.S. Department of Education. The document is divided into six sections. Section 1, which presents general information, offers details on definitions; indirect-cost rates; the determination of indirect-cost rates; the submission of indirect-cost rate proposals; the application of indirect-cost rates; requirements for reimbursement, approval, negotiation agreements, and disputes; indirect-cost limitations; and the retention of records. The second section offers guidelines for preparing indirect-cost-rate proposals and includes basic steps, the indirect-cost rate allocation bases, the indirect-cost-rate proposal documentation, and certificate of indirect costs. Section 3 provides five examples of indirect-cost-rate proposals, using such methods as the simplified (single rate) method, and section 4 examines state education agency responsibilities, such as the policy for subrecipients other than state or local units of government. Section 5 offers guidance on various issues, such as common indirect-cost problems, answers to common review questions, time distribution, and administration and indirect-cost claims. The last section answers some frequently asked questions. Eight appendices include: OMB Circular A-87; U.S. Dept. of Education Cognizant Agency Assignments under OMB Circular A-87; Education planning with adolescents, and explores the limitations of standardized assessments. Chapter 3, "Obtaining Transitions Assessment Data through Informal Instruments," describes basic guidelines for locally developed informal assessments, using informal assessment data for transitions planning, person-centered planning as an assessment approach, computerized assessment systems, environmental assessments, curriculum-based assessments, and medical appraisals. The final chapter, "Conducting Transitions Assessments in Schools," discusses who should be responsible for transitions assessments, sensitivity to gender and cultural diversity, kinds of testing accommodations, and recommendations for transition assessments. Appendices include a list of standardized instruments, sample items from the Life-Centered Career Education Competency Assessment Performance Batteries, and planning profiles. (Contains approximately 100 references.) (CR)

ED 432 086 EC 307 291

Evers, Rebecca B.; Elksnin, Nick
Working with Students with Disabilities in Vocational-Technical Settings. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 46p.; PRO-ED Series on Transition, J. Patton, G. Blalock, C. Dowdy, T. E. C. Smith, Eds.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Curriculum Development; *Disabilities; Education Work Relationship; Educational History; Educational Innovation; Educational Legislation; *Federal Legislation; Inclusive Schools; *Individualized Education Programs; Program Design; Secondary Education; Special Education; Student Evaluation; Teacher Collaboration; Transitional Programs; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Academic Accommodations (Disabilities); *Individualized Transition Plans

Part of a series designed to provide practical resources for transition personnel on topics essential to the process of preparing individuals with disabilities for adulthood, this guide focuses on working with students with disabilities in vocational education settings. Chapter 1, "Why Vocational Education?," provides a rationale for vocational education being the program of choice for most students with mild disabilities. Enabling legislation is reviewed, along with current school reform efforts. Chapter 2, "What Is Vocational Education?," discusses the history of vocational education in the United States, the range of program options and training settings, characteristics of vocational settings and instructors that may be limiting for individuals with disabilities, vocational curricula, and recent vocational education reform and the implications of the Secretary's Commission on Achieving Necessary Skills (SCANS). Chapter 3, "Special Education Involvement in Vocational Education," discusses planning for vocational education during Individualized Education Program and Individualized Transition Plan development, assessment prior to placement in vocational courses, and programming options other than occupation-specific courses. The final chapter, "Collaborating with Vocational Educators," provides specific strategies for facilitating successful students, including modifications and accommodations

Mental Health & Developmental Disabilities Services Div.
PUB DATE- 92
NOTE- 32p.; For related document, see EC 307 308.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Children; Early Childhood Education; *Early Identification; Early Intervention; *Emotional Disturbances; Instructional Effectiveness; *Interpersonal Competence; Mental Disorders; Outcomes of Treatment; *Parent Education; Parenting Skills; Peer Relationship; *Prevention; Program Evaluation; Social Development; Socialization
IDENTIFIERS- *Oregon; *Social Skills Training

This final report describes the outcomes of four demonstration projects, funded in 1990 in Oregon, on early identification and prevention of mental and emotional disorders in children. The intention of the projects was to find ways to identify children who are at risk of suffering emotional disorders and intervene early enough to prevent these disorders. The first program described, the Interpersonal Cognitive Problem Solving Project, trained 1,400 children in social problem solving skills. In the second program, the Temperament Project, 188 parents received temperament services. The third project, the Jackson County Early Intervention Mental Health Project, provided special friends for 370 children who were at-risk. In the last project, the Family Service Project, close to 350 families were provided with parent education and support groups with concurrent and follow-up home visits. The report provides a description of each project, discusses progress since the interim report, evidence of the project's impact, and future plans. Results from the projects indicate positive changes in social behavior and child rearing practices. (CR)

ED 432 105 EC 307 310

Koroloff, Nancy M.; Elliott, Debra J.; Koren, Paul E.; Friesen, Barbara J.
Family Connections Research & Demonstration Project. Final Report.
SPONS. AGENCY- Oregon State Dept. of Human Services, Salem. Mental Health & Developmental Disabilities Services Div.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 96
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; Children; *Emotional Disturbances; *Family Needs; *Helping Relationship; *Mental Disorders; *Mental Health Programs; *Parent Associations; Parent Education; Parent Empowerment; Program Evaluation; Social Support Groups
IDENTIFIERS- Oregon; *Social Skills Training

This final report discusses the outcomes of the Family Connections Research and Demonstration Project, a project funded by the Oregon Center for Mental Health Services to study the effectiveness of an intervention designed to address the major problems related to services initiation and continuance within the children's mental health system. The intervention was delivered by Family Associates, parents without mental health training who acted as a system guide to low-income families whose children had been referred to mental health services through the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program. The family associate provided teaching and non-teaching area capacities in existing buildings, and area allocations for 800 full-time equivalent students at the end of a phase 1 expansion. (GR)

ED 432 125 EF 005 469

Interagency Use of Public Facilities: Maximizing Dollars and Space. Final Report on a Cooperative National Conference.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Financial Support; *Public Facilities; Research Needs; *Space Utilization
IDENTIFIERS- *Cost Containment

A final report is provided outlining a cooperative effort on the part of national groups to resolve the needs of communities through shared facility use and interagency cooperation. The report's first section presents the pre-conference written descriptive of each issue and selected background materials which provided conference participants a framework for initiating the conference discussions. The second section presents the conference findings, recommendations, and suggested strategies. Appendices provide the conference process overview, conference agenda, a list of attendees, and the generic resolution in support of the concept of interagency use of public facilities. (GR)

ED 432 126 EF 005 532

BIA School Construction. Hearing on the Current Condition of BIA Schools before the Committee on Indian Affairs. United States Senate, 105th Congress, Second Session.
PUB DATE- 98
NOTE- 451p.; Several attachments in appendix contain small, light, or smeared type. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Building Obsolescence; *Educational Environment; Educational Facilities Improvement; Elementary Secondary Education; *Financial Needs; Hearings; *School Buildings
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 105th

A Senate hearing was held regarding the current condition of Bureau of Indian Affairs (BIA) schools. The BIA selection process for building and repairing these schools was resumed; and discussed innovative measures for financing BIA schools was discussed. This document includes testimony from the Director of the National Indian Education Association, the Assistant Secretary for Indian Affairs, and the President of the Dakota Area Consortium of Treaty Schools, Inc., along with prepared statements from other interested parties. Among the information presented is the fact that there is a $1.5 billion backlog of needed repairs, renovations, and replacement for all federally owned and operated BIA schools. Half of BIA schools are over 30 years old, and one quarter of the schools are over 50 years old--all of which fail to meet current codes and standards.

ESL programs for four to eight years but have not mastered the cognitive and academic skills in English to compete at grade level, in one New York City (New York) high school, and the efforts being made to address this population's needs. Background information is offered on student entry into and progress in the school system's ESL programs, and possible general factors in the lack of progress of long-term ESL (LTL) students. The procedures for identifying LTL students at the high school in question are described, using student writing samples as illustration. The program of literacy instruction designed to address these students' needs is elaborated, again using case examples. The program includes reading and writing components, note-taking skill development, native language arts instruction, several forms of assessment, and active support of this population by teachers and administrators. (Contains 10 references.) (MSE)

ED 432 148 FL 025 907

ESL Magazine: The Information Source for ESL/EFL Professionals, 1998.
PUB DATE- 98
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Acculturation; Arabs; Audiovisual Aids; Chinese Americans; Computer Assisted Instruction; Computer Assisted Testing; *Educational Technology; Elementary Secondary Education; *English (Second Language); Foreign Countries; Foreign Students; Haitians; Higher Education; Idioms; Immigrants; Instructional Effectiveness; Internet; Job Search Methods; Korean Americans; Language Fluency; Language Proficiency; Language Teachers; Listening Skills; Literature Appreciation; Music Activities; Popular Culture; Pronunciation Instruction; Second Language Instruction; Singing; Skill Development; *Student Characteristics; Student Motivation; Teacher Developed Materials; Teacher Role; Teach Homestays; Koreans; Russian Americans; Russians; Slang
IDENTIFIERS- Homestays; Koreans; Russian Americans; Russians; Slang

This document consists of the six issues of "ESL Magazine" published during 1998. This journal for English-as-a-Second-Language (ESL) professionals includes the following articles during this period: "The Internet in the Classroom" (Christine Meloni); "Trippingly on the Tongue: Putting Serious, Speech/Pronunciation Instruction Back in the TESOL equation" (Joan Morley); "TESOL '98 Preview" (Kathleen R. Beall); "Korean Students in the United States" (Marc van der Woude); "The Mouse Replaces the Pencil: TOEFL Goes Electronic" (Effie Papatzikou Cochran); "Accuracy vs. Fluency: Which Comes First in ESL Instruction?" (Miriam Eisenstein Ebsworth); "Russian Immigrants in the ESL Classroom: Success, Motivation, and Acculturation" (Michael Berman); Developing Active Vocabulary: Making the Communicative Connection" (Jayme Adelson-Goldstein); "Dave Sperling: A Man with a Virtual Passion" (George H. Clemes, III); "Arab Students in the U.S.: Learning Language, Teaching Friendship" (Paul Kwilinski); "The Expanding Role of the Elementary ESL Teacher: Doing More Than Teaching Language" (Jodi Crandall); "Going Corporate: Teaching English in the Workplace" (Faith Hayflich); "Learning to Listen" (Marc Hegelsen); "Haitian Students in the U.S." (Roger Savain); "Carolyn Graham: A Conversation with the Creator of Jazz

Legislation; *State Programs; Student Financial Aid; Tax Credits; *Tuition
IDENTIFIERS- *Prepayment Plans; *United States (Midwest)

This report provides an overview of state-sponsored college savings and prepaid tuition programs. It notes that as of October 1997, 41 states had one or more state-sponsored college savings or prepaid tuition programs. The report explains that state-sponsored savings plans provide certain incentives for savers through a number of different financing or taxing mechanisms, while prepaid tuition plans allow individuals to prepay or pay into special funds or trusts over a period of years with the guarantee of payment of tuition at an institution of higher education at a later point in time. The report goes on to provide brief descriptions of college savings and prepaid tuition programs--or legislative activity to establish such programs--in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, and other states. An appendix provides a listing of current college savings and prepaid tuition programs. (MDM)

ED 432 170 HE 032 142

Malcom, Shirley M.; Van Horne, Virginia V.; Gaddy, Catherine D.; George, Yolanda S.
Losing Ground: Science and Engineering Graduate Education of Black and Hispanic Americans.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; Blacks; Case Studies; College Admission; Court Litigation; *Engineering Education; *Enrollment Trends; Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; Racial Differences; *Research Universities; *Science Education; Student Financial Aid

This study examined the effects of court challenges to affirmative action policies on the admission of black and Hispanic students to selective science and engineering (S&E) graduate programs. Data were gathered from a sample of 76 major research universities in regard to the application, admission, and enrollment of U.S. citizens and permanent residents by race and by ethnicity for the years 1994, 1995, 1996, and 1997, as well as policies related to the award of financial aid to students. Case studies were conducted at 10 institutions in states that had faced legal challenges to affirmative action. It was found that while the number of bachelor's degrees awarded to black and Hispanic students in S&E programs increased significantly between 1989 and 1995, there was a precipitous one-year drop of over 20 percent in first-year graduate S&E enrollment for black students between 1996 and 1997, and a 16.7 percent drop in enrollment for Hispanic students. Three appendixes contain a copy of the survey instrument, interview protocols, and a list of participating institutions. (Contains 16 references.) (MDM)

ED 432 171 HE 032 143

Leffel, Rob R.
Public Policy and the Academy in an Era of Change.
PUB DATE- 99

ED 420 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Data Analysis; *Debt (Financial); Family Income; Higher Education; National Surveys; *Paying For College; Private Colleges; Public Colleges; Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis; Undergraduate Study
IDENTIFIERS- *National Postsecondary Student Aid Study

This brief report summarizes trends in student borrowing based on data from the 1992-93 and 1995-96 National Postsecondary Student Aid Studies. Major findings include: (1) between 1992-98 and 1994-96, the percentage of undergraduate students attending four-year institutions who borrowed from federal loan programs during the academic year increased by about 11 percent at public institutions and by 10 percent at private, not-for-profit institutions; (2) the average annual amount borrowed in each year also increased from $3,000 to $4,100 at public four-year institutions and from $3,600 to $4,500 at private, not-for-profit four-year institutions; (3) the percentage of dependent undergraduates with family incomes of $50,000 or more who had ever borrowed from federal loan programs increased between 1992-93 and 1995-96 at both public and private not-for-profit institutions; (4) in both years, differences in attendance costs between public and private institutions were reflected in the higher amounts borrowed by undergraduates attending private institutions. A table and a graph show the percentage of undergraduates who borrowed, and the average amount and average cumulative amount borrowed by type of institution and class level for the 2 years, and the percentage of dependent undergraduates who ever borrowed from federal loan programs, by family income, for public and private institutions. (DB)

ED 432 190 HE 032 183

Kalvemark, Torsten, Ed.; van der Wende, Marijk, Ed.
National Policies for the Internationalisation of Higher Education in Europe. Hogskoleverket Studies 1997:8 S.
SPONS. AGENCY- Netherlands Organisation for International Cooperation in Higher Education, The Hague.
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Comparative Analysis; Educational Change; *Educational Policy; Educational Trends; Foreign Countries; Government Role; *Higher Education; *International Cooperation; *International Education; *Policy Formation; Public Policy; Trend Analysis
IDENTIFIERS- *Europe

This report presents an overview and analysis of national policies for internationalization in higher education in Europe over the last 10 years. The study examined six major issues: (1) fundamental political ideas and commitments underpinning national policies; (2) priorities for national policies and motives for their setting; (3) procedures used in the development of national policies; (4) policy implementation; (5) changes in national higher education systems as a result of the internationalization process; and (6) assessment of how national policy affects or is affected by international/multilateral initiatives. The first chapter, are the most productive in the number of degrees in mathematics, engineering, and science (MSE) awarded to minority students (African Americans, American Indians, and Hispanics). Using 1992-93 data, the study focused on the 17 states (and Puerto Rico) in which minority students represent at least 25 percent of high school graduates. These were: Alabama, Arizona, California, Delaware, Florida, Georgia, Illinois, Louisiana, Maryland, Mississippi, New Jersey, New Mexico, New York, North Carolina, South Carolina, Texas, and Virginia. An introduction lists the leading university producers of minority MSE baccalaureate degree recipients for each state and summarizes responses to a questionnaire which surveyed institutions concerning minority student recruitment, retention strategies, financial support, faculty role, and outreach activities. A chart rates states according to whether they achieve their "fair share" of minority MSE degree recipients. The main body of the report presents data on the top 10 institutions in each of the 17 states, including general data for the state as a whole as well as specific information on MSE minority-focused activities for each institution. A summary chapter notes types of programs and services frequently offered by these institutions and offers recommendations. The questionnaire is appended. (DB)

ED 432 210 HE 032 204

Physician Education for a Changing Health Care Environment: Council on Graduate Medical Education, Thirteenth Report.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Needs; Educational Quality; *Educational Trends; *Graduate Medical Education; Health Services; Higher Education; *Long Range Planning; *Medical Education; Needs Assessment; Physicians; Trend Analysis

This report presents an analysis of the issues influencing the preparation of physicians in the United States and recommends changes in teaching programs. Findings and associated recommendations are organized into eight areas: (1) understanding the system in which health care is delivered; (2) establishing practical and relevant teaching sites; (3) developing community clinician teachers; (4) revising the curriculum content and learning process; (5) reinforcing communication skills; (6) assuring quality and accountability in physician education; (7) financing the evolution of graduate medical education; and (8) sustaining quality and vitality in medical education. Following an executive summary, the report provides background information on the changing practice of medicine, the evolving curricula in medical education, and changing the environment of clinical education. Most of the report consists of detailed analyses of the findings and recommendations in each of the eight areas. (Contains approximately 160 print references and 10 Internet resources.) (DB)

ED 432 211 HE 032 205

Sanderson, Allen R.; Dugoni, Bernard
Doctorate Recipients from United States Universities: Survey of Earned Doctorates. Summary Report 1997.
SPONS. AGENCY- National Science Foundation, Arlington, VA.;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Software; Design Preferences; *Hypermedia; Instructional Design; *Material Development; Screen Design (Computers); *World Wide Web
IDENTIFIERS- *HTML; *Web Pages; Web Sites

This paper presents an academic World Wide Web authoring tool called AutoHTML. This tool, a work in progress, is designed to allow the novice user the ability to construct high level Web pages with a consistent look and feel. The system works with a standard Web browser without the addition of component plug-ins. Additional HTML meta-tags are introduced that allow the duplication, deletion, and modification of elements of a Web page. The paper gives an overview of what AutoHTML does and discusses the usability of the system by both a novice and experienced Web author. The need for consistency in course Web pages is also discussed. (Author/AEF)

ED 432 230 IR 019 600

Kirby, Elizabeth
Building Interaction in Online and Distance Education Courses.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Technology; Graduate Study; Higher Education; *Instructional Design; *Instructional Effectiveness; *Interaction; Teacher Student Relationship; Teaching Methods; *Teleconferencing
IDENTIFIERS- Student Satisfaction; Video Teleconferencing

Studies have shown that the single greatest factor affecting student satisfaction in distance education courses is the amount of interaction that occurs between teacher and students. New technologies have expanded the potential for interaction between students and instructors, but meaningful interaction that contributes to student growth and learning requires careful planning on the part of the instructor. Two sections of a graduate level instructional technology course delivered via video teleconferencing and online instruction were examined for instructional strategies that were used to build interaction. In addition, the effectiveness of the strategies and student responses to the interaction were explored. Meaningful interaction was achieved in the categories of learner-content, learner-learner, and learner-instructor. This was achieved through the instructor's careful planning of collaborative course activities that were specifically designed to support course objectives. Students were taught to use the interactive technologies (e-mail, bulletin board, chat) before they were required to use them, and these skills were reinforced and refined as the course progressed and the students became more proficient in using the technologies. The greatest problem appeared to be the delayed and limited feedback the instructor was able to provide regarding assignments. (Author/AEF)

ED 432 231 IR 019 601

teachers entering this new two-year Master of Teaching program, and to facilitate selecting appropriate means to integrate technology within it. In contrast to the previous teacher education program that concentrated on foundational technology knowledge and productivity skills with computers, it appears that efforts in the Master of Teaching program should be concentrated on more sophisticated technical skills and on the integration, communication, decision making, and problem solving aspects of educational technology. (Author/AEF)

ED 432 251 IR 019 621

Maddux, Cleborne D.
A University Class in Web Design for Teachers: Content and Rationale.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Computer System Design; Design Requirements; Distance Education; Higher Education; *Instructional Design; Instructional Materials; Teaching Methods; *World Wide Web
IDENTIFIERS- University of Nevada Reno; *Web Sites

This paper presents an outline and a discussion of the philosophy and rationale for a course taught on Web design and production for teachers at the University of Nevada, Reno. Concepts illustrated on the demonstration page are listed, as are sites to which the main course page has links. Aids and cautions for instructors are provided. The problem of the changing nature of university computer courses and personnel in an age of Web-based teaching is introduced and discussed. A list of desirable components is given for Web pages used as supplements to traditional instruction. (Author/AEF)

ED 432 252 IR 019 622

Meyer, Thomas N.; Steuck, Kurt; Miller, Todd M.; Pesthy, Carolyn; Redmon, D'Anne
Lessons Learned from the Trenches: Implementing Technology in Public Schools.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Costs; Critical Thinking; Educational Planning; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; Public Schools; School Surveys; Training; Use Studies
IDENTIFIERS- *Technology Implementation; *Technology Integration

This paper describes issues encountered in a series of large-scale implementations of instructional technology in schools and vocational centers across the nation. Three tutors, the Word Problem Solving Tutor (WPS), MAESTRO, the Writing Tutor,

Development; *Preservice Teacher Education; Teacher Educators; Teacher Surveys; Teaching Methods
IDENTIFIERS- Technology Implementation; *Technology Integration; Technology Utilization

This paper reports on a study of issues teacher educators face as they attempt to integrate technology into their instructional program: (1) the support they receive for use of technology, (2) their expectations of students to use technology, (3) their personal use of technology, (4) their knowledge of national, state, and local technology standards and requirements, and (5) their integration of technology standards into their instructional practice. The population was teacher educators who were integrally involved in preservice teacher education programs in 12 colleges/schools of education in two rural northwestern states. Areas of strength and areas of need for integration of ISTE (International Society for Technology in Education) Foundation Standards into teacher education programs were identified. (Author/AEF)

ED 432 273 IR 019 643

Milman, Natalie B.
Web-Based Electronic Teaching Portfolios for Preservice Teachers.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); Educational Technology; Instructional Effectiveness; Material Development; Pilot Projects; *Portfolio Assessment; Preservice Teacher Education; Qualitative Research; *World Wide Web
IDENTIFIERS- *Electronic Portfolios; University of Virginia

This paper describes a qualitative research study concerning the use of the World Wide Web to create electronic teaching portfolios in a preservice teacher education pilot course at the University of Virginia. The goal of the pilot course was to learn about the participants' purpose in creating an electronic teaching portfolio, the process they employed to create one, and the learning gained in the process. Interviews with the participating preservice teacher education students, participant observation in their class, and analysis of the journals students maintained revealed that the process was constructivist, demanding, and multifaceted. A brief review of the literature is provided, as well as a discussion of the following empirical assertions that resulted from the study: (1) creating electronic teaching portfolios is a constructivist process that promotes an examination of students' beliefs, philosophies, objectives, and purposes for teaching; (2) constructing electronic teaching portfolios using technology, specifically the Web, was a complex and demanding process for students; and (3) students enrolled in the course to enhance their technology skills, to create a portfolio in a structured manner, and to make themselves more marketable for jobs. (Author/AEF)

ED 432 274 IR 019 644

Parker, Mary Jo
The Effect of a Shared, Intranet Science Learning Environment on

DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; Computer System Design; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Internet; *Laboratories; *Laboratory Experiments; School Surveys; Science Experiments; Science Instruction

IDENTIFIERS- *Learning Environments; North America; United Kingdom; United States; *Virtual Classrooms

This research explored the challenge of how students might successfully perform real laboratory experiments over the Internet without being in a laboratory. Numerous distance learning environments were surveyed, and the effectiveness and disadvantages of laboratory facilities currently available over the Internet were assessed. Full and part-time virtual laboratory programs of prominent universities in North America and the United Kingdom were examined, as were pure virtual universities that have no established campus structure. Research revealed that existing labs that were promoted as virtual environments were merely software simulations that were far from authentic lab experimentation. Hence, the researchers created an environment that renders remote performance of genuine lab experiments, or genuine remote experiments (GRE). Advantages of GRE, interactive breadboarding technology, and system design are highlighted. (Contains 16 references.) (MES)

ED 432 294 IR 019 664

Beisser, Sally R.
Infusing Technology in Elementary Social Studies Methods.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Assignments; Computer Mediated Communication; *Computer Uses in Education; Courseware; *Educational Technology; Elementary Education; Higher Education; *Methods Courses; Multimedia Materials; *Preservice Teacher Education; *Social Studies; Teaching Methods; World Wide Web
IDENTIFIERS- *Technology Integration; Technology Utilization

This paper discusses the need for university faculty to effectively model appropriate and engaging uses of computer technology in teacher education courses. Preservice teachers need to experience implementing meaningful ways to use available technologies in preparation of lessons and activities. Specific reference to infusion of technology in elementary social studies methods is explored through methods course assignments which include electronic communication, electronic presentations, software analysis, Internet site analysis, multimedia project creations, and World Wide Web site development. Findings indicate that overall, the students in this course evaluate themselves as competent in use of technology in the social studies content areas. (Contains 19 references.) (Author/MES)

ED 432 295 IR 019 665

Watson, Patricia; Fitzgerald, Gail E.; Semrau, Louis P.
The Virtual Resource Center in Behavioral Disorders: Dissemination and Evaluation of Instructional Supports via the World Wide Web.

interaction between the internal processes of the mind and how the mind grasps the external realities of knowledge. Making social connections between the various players at institutions of higher education may be an innovative strategy used in the near future. The last category is that of experiential connections, or making connections between experience and learning. Contains 28 references. (AMA)

ED 432 315 JC 990 441

O'Banion, Terry
Launching a Learning-Centered College.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College Role; *Community Colleges; Educational Change; Higher Education; Learner Controlled Instruction; *Learning; *Program Implementation; Role of Education; Two Year Colleges
IDENTIFIERS- *Learning Organizations

This document describes the principles in a learning college, opportunities to create learning colleges, and key factors in molding an institution into a learning college. The principles state that a learning college: 1) creates substantive change in individual learners; 2) engages learners in the learning process as full partners who must assume primary responsibility for their own choices; 3) creates and offers as many options for learning as possible; 4) assists learners to form and participate in collaborative learning activities; 5) defines the roles of learning facilitators in response to the needs of the learners; and 6) succeeds with its learning facilitators only when improved and expanded learning can be documented for learners. Opportunities for creating a learning college include capitalizing on a natural trigger event, identifying needs through an assessment, building on existing innovations, and initiating conversations on learning. Finally, key factors for launching a learning college are building a critical coalition, creating an emerging vision, creating action plans, involving all stakeholders, ensuring appropriate support, creating an open system of communication, considering consultants and established processes, paying attention to language, reallocating resources, evaluating, and committing to the "long haul". Each of these principles, opportunities, and key factors are discussed in the document. Contains 31 references. (AMA)

ED 432 316 JC 990 442

Boaz, Mary; Elliott, Betty; Foshee, Don; Hardy, Darcy; Jarmon, Carolyn; Olcott, Don, Jr.
Teaching at a Distance: A Handbook for Instructors.
PUB DATE- 99
NOTE- 94p.; Jointly published with Archipelago, a division of Harcourt Brace & Co.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Relationship; *Strategic Planning; Student Needs; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

This document outlines Howard Community College's (HCC) six strategic initiatives and goals. Each of the strategic initiatives is presented, along with a context for the statement and a list of goals to be achieved in support of the overall initiative. First, HCC will be a learning community that provides possibilities for learning that address the current and ongoing needs of a diverse group of students throughout their lives. This requires putting students at the center of the planning processes, and being responsive to their needs and individual learning styles. Second, HCC will attract and retain a rich diversity of faculty, staff, and students into its programs and learning community. Third, HCC will take a leading role in workforce training and in supporting economic development efforts within the county. Fourth, HCC will seek to nurture vibrant community, business, and educational partnerships. Fifth, HCC will be an agile, purposeful organization that nurtures innovation and inquiry, and evaluates results against valid and ambitious criteria. Sixth, HCC will aggressively seek the resources to accommodate growth in the population of Howard County and growth in the numbers of citizens who will seek new learning opportunities from the college. (JJL)

ED 432 335 JC 990 465

Rules of the State Board for Community Colleges and Occupational Education under the Colorado Vocational Education Act 8 CCR 1504-2.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Development; *Community Colleges; Credentials; *Educational Finance; *Educational Policy; Job Skills; *Job Training; Labor Force Development; Qualifications; State Boards of Education; *State Legislation; State Standards; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Colorado

The Colorado Vocational Act of 1970 was adopted by the Colorado General Assembly to provide assistance to local school districts operating vocational education programs approved by the Colorado State Board for Community Colleges and Occupational Education. The rules detail the requirements and processes for reimbursement of school districts under the 1970 act. The rules are divided into eight main sections: (1) a list of relevant definitions that are contained in the act, including "approved program," "designated area vocational school," and "per pupil operating revenues"; (2) program approval criteria, application and renewal procedures, and evaluation requirements; (3) designated area vocational school approval criteria, application and renewal procedures, and evaluation requirements; (4) credential requirements for teachers; (5) eligible costs, including apportionment guidelines, criteria for equipment and furniture, books and supplies, contracted programs, services provided by instructional personnel, and administration; (6) payment and audit procedures; and (7) appeals processes. (JJL)

ED 432 336 JC 990 466

ED 431 874 CE 078 809

Buys, Nicholas; Kendall, Elizabeth; Ramsden, Jan
Vocational Education and Training for People with Disabilities. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; Access to Education; *Accessibility (for Disabled); Coordination; Delivery Systems; *Disabilities; Educational Needs; Educational Opportunities; Educational Policy; Educational Practices; Educational Research; *Equal Education; Financial Support; Foreign Countries; Information Needs; Innovation; *Job Training; Literature Reviews; Models; Nondiscriminatory Education; *Outcomes of Education; Participation; Postsecondary Education; Success; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Australia

Available research on access to postsecondary vocational education and training (VET) and equity for disabled people was reviewed to identify the barriers that continue to confront disabled students interested in pursuing postsecondary VET and the factors that contribute to disabled students' success in VET in Australia and internationally. The three types of barriers discovered are those that prevent disabled people from doing the following: (1) accessing study options; (2) participating fully in their programs; and (3) achieving positive outcomes. Despite those barriers, large numbers of disabled people were achieving success in postsecondary VET, thanks to success factors at the following three major levels: (1) the level of the individual (control over one's life and surroundings; desire to succeed; well-planned goals; persistence; adaptability; and adequate social support network); (2) the service delivery system (adequate planning and preparation for postsecondary study; individualized service provision; sufficient staff awareness about disabilities; and incentives to deliver inclusive services); and (3) the political and legislative context (adequate political representation of disabled students; passage of appropriate legislation; and continuous monitoring and evaluation of the legislation's effectiveness against nationally recognized standards). The review highlighted the need for the following: consistent data collection, reliable evaluation and feedback, specialized training for teachers, coordination among services, and effective monitoring of equity procedures. (Contains 105 references) (MN)

ED 431 875 CE 078 810

Robinson, Chris
Developments in the Vocational Education and Training Systems of Indonesia and Australia.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Apprenticeships; Comparative Analysis; Competence; Competency Based Education; Competition; Curriculum Development; Data Collection; *Delivery Systems; Education Work

the following: citation, objective/purpose/goal, type of activity, research method, subjects, structural/technical issues, and conclusions/implications.) (MN)

ED 431 892 CE 078 865

Shafer, Linda L.
Data Sources on Lifelong Learning Available from the National Center for Education Statistics. Working Paper Series.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Literacy; College Graduates; Cross Sectional Studies; Databases; *Educational Research; Enrollment; Graduate Surveys; Information Sources; *Lifelong Learning; Literacy Education; Literature Reviews; Longitudinal Studies; National Surveys; Nontraditional Students; *Outcomes of Education; Postsecondary Education; Reentry Students; Secondary Education; *Student Characteristics; Student Financial Aid; Tables (Data)
IDENTIFIERS- International Surveys; *National Center for Education Statistics

This document summarizes National Center for Education Statistics (NCES) data on the topic of lifelong learning, which is defined broadly as "all types of learning activities in which adults engage" and which includes both "traditional" and "nontraditional" (returning) postsecondary students. All 11 NCES data sets that report on the educational efforts of adults and ways they might be used to examine the topic of lifelong learning are briefly described. Information on the NCES databases is organized into four categories: longitudinal data on secondary school students; cross-sectional data on postsecondary students; longitudinal data on postsecondary school students; and cross-sectional data on adults. The following data sets are discussed: National Longitudinal Study of 1972; High School and Beyond: Sophomore Class of 1980 and Senior Class of 1982; National Educational Longitudinal Study of 1988; Integrated Postsecondary Education Data System; National Postsecondary Student Aid Study; Beginning Postsecondary Students Survey; Baccalaureate and Beyond; National Adult Literacy Survey; International Adult Literacy Survey; National Household Education Survey: Adult Education, 1991 and 1995; and Recent College Graduates Survey. Seven tables are included. Appended are a partial list of relevant NCES reports on topics related to lifelong learning and a listing of NCES working papers to date. (MN)

ED 431 893 CE 078 866

Pan-Canadian Forum on Community Learning Networks Conference Proceedings and A Discussion Guide (1st, Ottawa, Ontario, March 27-29, 1998).
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adult Learning; Case Studies; College Programs; *Community Education; Computer Uses in Education; Conferences; Continuing Education; Distance

of diversity of ABE provision in TAFE in NSW. In addition, teachers consistently expressed concern about the difficulty with appropriate placement in levels of the course, the time needed by some students to achieve their learning goals, assessment, and results. (Ten tables/figures are included. Contains 77 references.) (MN)

ED 431 909 CE 078 901

Ding, Xingfu
A Comparative Study of Distance Higher Education Systems in Australia and China. ZIFF Papiere 112.
PUB DATE- 99
NOTE- 199p.; Ph.D. dissertation, Murdoch University, Australia.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Analysis; *Delivery Systems; *Distance Education; Educational History; Educational Objectives; Educational Philosophy; Educational Practices; Educational Trends; Foreign Countries; Higher Education; Industrialization; Influences; Models; Program Administration; Research Methodology; Teaching Methods; Trend Analysis
IDENTIFIERS- *Australia; *China; Fordism

A new conceptual framework for comparative analysis of distance higher education systems, called the Systems Analysis, Typology and Shaping Mechanism (SATS), was used to compare the structures and functions of the DE systems of Australia (which includes external studies and open learning components) and China (which includes correspondence education and radio and TV university education components). The SATS is designed to enable researchers to analyze individual DE systems in contextual and internal dimensions at three levels (national, institutional, and learning group) and in terms of two major subsystems (administration and operation) and to examine the endogenous and exogenous links and interrelationships thereof for each system. The comparative analysis confirmed that, although both the Australian and Chinese systems of DE have been strongly influenced by the model of DE exemplified by the British Open University, each country's DE system has also been profoundly influenced by its unique needs and histories, including its level of industrial development (which is examined in terms of Fordist and neo-Fordist models). The analysis also confirmed the SATS framework's usefulness in comparing different DE systems. (Thirty-nine tables/figures are included. Contains 261 references.) (MN)

ED 431 910 CE 078 902

Kim, Jae-Woong
Present Problems and Future Challenges of the Korea National Open University. ZIFF Papiere 113.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Computer Uses in Education; *Delivery Systems; *Distance Education; Educational Change; Educational History; Educational Improvement; Educational Needs; *Educational Practices; Educational Technology; Financial Support; Foreign Countries; Higher Education; Lifelong Learning; *Open Universities; Program Administration;

ED 431 928 CE 078 953

A Teacher's How-to Guide for School-to-Work with Interactive Lesson Plans.
SPONS. AGENCY- Department of Labor, Washington, DC.; Ohio Office of School-to-Work, Columbus.
PUB DATE- 99
NOTE- 203p.; Product of Region 4 School-to-Work.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Development; Classroom Techniques; Course Content; *Education Work Relationship; *Employment Potential; *Job Skills; *Lesson Plans; Occupational Information; Secondary Education; *Teaching Methods
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This guide contains 30 lesson plans contributed by seven teachers and two curriculum specialists that exemplify how to make learning active, contextual, and career focused. Each lesson plan format identifies the SCANS (Secretary's Commission on Achieving Necessary Skills) addressed by that lesson. The introductory section explains how to enhance lesson plans and outlines the SCANS competencies and foundation skills and qualities. Some of the topics covered in the lesson plans include the following: buying a car, career interviewing using the Internet, career simulation, creating a model town, evaluation of careers that require mathematics, mock interviewing, occupation observations, problem-solving scenarios, recycle city, seven habits of effective people, total quality problem solving, tower team building, and working lines. The guide also includes information on enhancing lesson plans; classroom, support, and school-to-work resources; and forms for feedback from readers. An annotated classroom resource section lists a total of 120 print, multimedia, and Internet resources in the following categories: language arts and communications, integrated mathematics and science, mathematics, science, social studies, and career education. An additional resource section lists 20 Internet, 24 print, and 2 film/video resources supporting applied and contextual teaching. A school-to-work resources section lists 8 print publications and 19 web sites. (KC)

ED 431 929 CE 078 954

Consumer Product Safety Commission. Consumer Education Efforts for Revised Children's Sleepwear Safety Standard.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Business Responsibility; *Clothing; *Consumer Education; *Consumer Protection; Marketing; Merchandise Information; *Purchasing; *Safety; Safety Education; *Standards

A study examined the type and extent of consumer education that occurred since the Consumer Product Safety Commission (CPSC) amended the 1972 federal safety standards (effective January 1997) to permit marketing of snug-fitting, nonflame-resistant cotton garments as sleepwear. Three voluntary point-of-sale (POS) practices recognized as important for informing consumers about the new standard were investigated: removable information regarding this new form of instructional delivery. (KC)

ED 431 947 CE 078 979

HRD Issues in Asia.
PUB DATE- 99
NOTE- 38p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cross Cultural Training; Educational Needs; Educational Practices; Foreign Countries; Foreign Workers; Human Resources; *Labor Force Development; *Management Development; On the Job Training; Outcomes of Education; Teaching Methods; *Technological Advancement; *Training Methods
IDENTIFIERS- *Asia; *Taiwan

The first of the four papers in this symposium, "The History of Human Resource Development in Taiwan from 1949 to 1999" (Christine M. Kuo, Gary N. McLean) finds that, contrary to the belief of most Taiwanese scholars that HRD (human resource development) in Taiwan is a new field, the roots of HRD in that country originated in the 1950s. It explains three functions and seven patterns of the Taiwanese HRD system. "Expatriate Development for the Asia-Pacific Region: A Comparative Analysis of Expatriates from Five Countries across Three Continents" (AAhad M. Osman-Gani) describes a study of key international HRD issues, specifically relating to training and development of expatriates from five countries representing Singapore, Japan, Korea, Germany, and the United States. "Development of a Framework for Emerging Asian MNCs Multinational Corporations and a Model for Promising Local Enterprises to Migrate onto the 'MNC Curve': An International HRD Perspective" (Gerald Z. D. Huang) looks at the evolution of the global economy and the impact of changes brought about by technology, communication, and education. It also surveys the different approaches to management development adopted by U.S., European, and Japanese MNCs. It suggests that, if corporations are to survive the global wave, a different trajectory is needed--one that allows organizational flexibility, renewal, global integration, and national responsiveness. "The Framework and Practices of Cross-Cultural Training of Taiwanese Corporations" (Hsinyi Chen, Menling Wu) reports that nearly one-third of the Taiwanese high-technology corporations have cross-cultural training programs, mostly less than 3 days in length, using an information-giving approach. (KC)

ED 431 948 CE 078 980

Knowledge Management.
PUB DATE- 99
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Business Administration; Corporate Education; Educational Needs; Educational Practices; Human Resources; *Knowledge Level; *Labor Force Development; *Management Development; On the Job Training; Organizational Development; Outcomes of Education; Staff Development; Teaching

psychological preferences identified by the Myers-Briggs Type Indicator and the human resource development (HRD) role of instructor facilitator. "HRD Competencies and Roles for 2000: A Pilot Study of the Perceptions of HRD Practitioners" (Toni Powell, Betty Hubschman) examines the perceptions of HRD practitioners with graduate degrees concerning the competencies required for their jobs and makes recommendations derived from the findings. "Ethical Aspects of Human Resource Development" (Jean Woodall, Danielle Douglas) examines several issues of ethical concern in HRD policy and practice, especially those involving value and culture change. (KC)

ED 431 966 CE 078 998

Cultural Issues in Organizations.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; College Administration; Critical Incidents Method; *Cultural Differences; *Cultural Pluralism; Emotional Adjustment; Employed Women; Foreign Countries; Higher Education; *Job Satisfaction; *Labor Force Development; Management Development; Networks; Nonprofit Organizations; *Organizational Climate; Social Support Groups; Work Environment
IDENTIFIERS- Canada; *Organizational Culture; *Sense of Community; United States

This document contains four symposium papers on cultural issues in organizations. "Emotion Management and Organizational Functions: A Study of Action in a Not-for-Profit Organization" (Jamie Callahan Fabian) uses Hochschild's emotion systems theory and Parsons' social systems theory to explain why members of an organization managed their experience and/or expression of emotion. "Communities in the Workplace" (Darlene Russ-Eft) discusses a study that analyzed 401 critical incidents from 119 employees in 22 organizations in the United States and Canada and identified factors affecting the development of communities in the workplace. "Show Me the Money: Moderators of Satisfaction for University Administrators" (Jamie Waclawski, Allan H. Church) analyzes organizational survey data collected from 870 members of the administrative staff in a large university setting and demonstrates that workers with prior experience in academia are significantly more satisfied with their current jobs than their counterparts are. "Questioning the Viability of a Women's Network as a Management Development Activity" (Linda M. Hite, Kimberly S. McDonald) draws upon qualitative and quantitative data to show that, despite their benefits, structured networks with meeting times and membership lists may be less viable in the current climate than they were a few years ago. (MN)

ED 431 967 CE 078 999

Workplace Learning Issues.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

DESCRIPTORS- Adoption; Courts; Delinquency; Education; Family (Sociological Unit); Focus Groups; *Foster Care; *Foster Children; Group Homes; Health Services; Independent Living; Mental Health; *Policy; Programs; Quality of Life; Self Supporting Students; Siblings; Social Workers; Student Rights; Young Children; Youth
IDENTIFIERS- *California; Emergency Response Services; Kinship Foster Care; Pattern Analysis

This booklet reports on focus groups organized by the California Youth Connection (CYC) in which foster youth across California discussed their experiences. Results of these focus groups were evaluated to see how the experiences matched current assumptions and knowledge. The intent of this booklet is to accurately depict the ideas, concerns, and recommendations of the youth who participated, and to educate those who create legislation, make child welfare policy decisions, adjudicate foster and adoption cases, or in any way work with or affect these young people's lives. An appendix contains a summary of youth's recommendations from CYC semi-annual conferences in 1997 and 1998. The following issues were included in the discussions: kinship care; adoption; group homes; the court process; the needs of younger foster children; the needs of emancipating youth; and social worker services and accountability. (MKA)

ED 431 986   CG 029 345

Boesel, David; Fredland, Eric
College for All? Is There Too Much Emphasis on Getting a 4-Year College Degree? Research Synthesis.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Ability; *Bachelors Degrees; *College Graduates; Community Colleges; Debt (Financial); Dropouts; Higher Education; *Labor Market; *Research; Salaries; School Holding Power; Tables (Data); Vocational Education

Over the years, larger and larger portions of high school graduates have enrolled in 4-year colleges. Although many people view college as essential to success in the labor market, the movement toward 4-year colleges also has its critics. These critics contend that the public has come to believe that almost all high school graduates should go to college. This "college movement" is sweeping many marginally qualified or unqualified students into college, and hence the average ability of college students has declined. As a result of these declining ability levels, college noncompletion and dropout rates have increased. Many noncompleters do poorly in the labor market and would have been better advised to pursue other education and training options. These noncompleters are also burdened by unnecessary debts from college loans. Even college graduates are not doing very well in the labor market. This research synthesis examines the evidence for these arguments. Based on published literature identified through traditional bibliographic sources, ERIC, a variety of internet sources, research reports, and Ph.D. dissertations, the synthesis is designed to be empirical, even-handed, and as comprehensive as possible. Topics covered include: the growth of college expectations; changes in ability levels; changes in pointers each to emphasize in writing questionnaires, making introductions, and participating in a dramatic activity. The paper considers how answering questions raised by others leads to critical thinking and critical listening. It outlines the three evolutionary layers into which the brain is divided. Discussing listening to lectures and explanations, listening to musical recordings, and responding to sounds in the environment, the paper presents a list of five recommendations for each area. It recommends involving pupils in curriculum development. The paper describes four classroom learning centers that may assist pupils to develop independent, responsible behavior. (SC)

ED 432 006   CS 013 642

Ediger, Marlow
The Principal and the Reading Curriculum.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Context Clues; Creative Thinking; Critical Thinking; *Curriculum Development; Elementary Education; *Phonics; *Principals; Problem Solving; *Reading Comprehension; *Reading Instruction; Whole Language Approach; Word Recognition

The principal is the educational leader of the school and he or she needs to guide teachers in using quality learning opportunities for pupils to achieve objectives. The reading curriculum cuts across all curriculum areas and needs updating continuously to assist pupils to achieve as well as possible. In supervising reading instruction, there are five main approaches considered: (1) the use of phonics; (2) the use of context clues; (3) word recognition clues using syllabication skills; (4) word recognition skill using picture clues; and (5) word recognition skill using configuration clues. It should not be either/or such as in the phonics versus whole language debate, but rather a consideration of what the child needs individually. Comprehension is also needed for pupils to become good readers. Students need skills in reading to solve problems, to learn critical reading, to learn creative reading, to select vital facts, and to comprehend directions. (SC)

ED 432 007   CS 013 643

Ediger, Marlow
The Psychology of Teaching Reading.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behaviorism; Cognitive Measurement; Cognitive Style; *Curriculum Development; Developmental Stages; Elementary Education; Learning Readiness; *Reading Instruction; *Task Analysis; *Vocabulary Development
IDENTIFIERS- *Piaget (Jean); *Structure of Knowledge

Considering a behaviorist's viewpoint focusing on specifics regarding learning and knowledge, this document discusses the psychology of learning and how it provides the reading/language arts teacher with a basis for making sound decisions in lesson administrators, policymakers, and policy analysts. A key finding was that charter schools did not always seek increasing degrees of autonomy from their sponsoring agencies and that these agencies have considerable authority for determining the content and terms of individual charters. Comparisons of charter schools' performance over time yielded mixed results. Contains 12 references. (RJM)

ED 432 028 EA 029 251

Yanitski, Norman William
Site-Based Decision-Making in Schools.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; *Decision Making; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; *Instructional Leadership; Models; *Policy Formation; *School Based Management; School Supervision
IDENTIFIERS- *Alberta

This paper analyzes the nature of site-based decision making in Canadian schools. Its purpose is to refine theory on how site-based decision-making (SBDM) processes develop between the principal and the various stakeholders and to offer recommendations regarding how practitioners might proceed to enhance the collaborative decision-making process. Semistructured interviews were administered to 12 respondents from an elementary school, a junior-high school, and a senior-high school in a large Alberta suburban and rural district. The sample included the principal, two teachers, and the school council chairperson from the three schools. The findings indicate that the stage at which the participants are functioning in SBDM is important. The leadership style of the principal was a key factor in the success of SBDM; principals who shared information and were open, trustworthy, nonjudgmental, professionally ethical, and sensitive to multiple stakeholder views were considered to be effective leaders. The research uncovered six modes of information sharing: (1) one-on-one discussion with the principal, a colleague, or parent; (2) committee work; (3) survey; (4) participation at departmental meetings; (5) participation at staff meetings; and (6) participation at school-council meetings. SBDM required a higher commitment of time and emotion, and trust was an essential element in effective SBDM. Contains 22 references. (RJM)

ED 432 029 EA 029 253

Jervis, Kathe
Religious Identity at School or Not? Expanding the Classroom Community To Include All Families.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

on SBYSP and then presents organizational findings from the analysis of the project's implementation. The article focuses on ways to construct a collaborative working relationship between programs and schools and details strategies, such as participating in school committees and planning and leading school events, for maintaining good working relationships with schools that host the services. Challenges faced by school-project collaborations are presented and some lessons about collaboration are offered. Profiles of the at-risk student population that enrolled in SBYSP are offered, along with an analysis of what the program can do for these children. The report gives an overview of findings from the evaluation's outcome study, with a focus on educational outcomes associated with SBYSP utilization. The text concludes that many collaborative school-linked service programs can be an effective strategy for addressing students' nonacademic needs. However, school-linked service programs cannot be expected to have strong educational outcomes unless they also have strong educational components. (RJM)

ED 432 048 EA 029 912

Cotton, Kathleen
Research You Can Use To Improve Results.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 138p.; Expanded and updated version of a resource entitled "Effective Schooling Practices: A Research Synthesis."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Curriculum Guides; Educational Administration; *Educational Improvement; *Educational Research; Effective Schools Research; Elementary Secondary Education; Instructional Leadership; Performance

This book describes research-based characteristics and practices that have been identified as leading to improvements in student performance. It is an expanded version of a research summary, first published in 1984, and is supported by more than 1,400 research studies. It was originally developed for use in schools receiving training in the Onward to Excellence school-improvement process. The findings are arranged under eight major topic areas: (1) leadership, planning, and learning goals; (2) management and organization; (3) instruction and instructional improvement; (4) interactions; (5) equity; (6) special programs; (7) assessment; and (8) parent and community involvement. Each topic area is subdivided into three levels: classroom, school, and district. Within each level are several practice clusters, with titles such as "Teachers Use a Preplanned Curriculum to Guide Instruction," that apply to that level and that are supported by research. The key research reports that support those practices are listed at the end of each cluster. The research cited here has examined a number of different approaches to school effectiveness, including school-effects research, teacher-effects research, research on instructional leadership, curriculum-alignment and curriculum-integration research, program-coupling research, and research on educational change. A large bibliography contains full citations for the works cited. (Contains approximately 1,330 references.) (RJM)

Dept. General Administrative Regulations, 34 CFR Parts 75 and 76; a listing of Restricted Rate Programs (New); an indirect cost rate agreement; a sample methodology for a local education agency; a sample local education agency proposal format; and State Education Agency Delegation for Local Education Agency Indirect Cost Rates. (RJM)

ED 432 067 EA 029 938

Riley, Richard W.
Putting Standards of Excellence into Action. The State of American Education, Fourth Annual Address, Atlanta, Georgia.
PUB DATE- 97
NOTE- 23p.; For the 5th and 6th annual addresses, see ED 416 589 and ED 428 052.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Change; *Educational Improvement; Educational Trends; Elementary Secondary Education; Excellence in Education; Higher Education
IDENTIFIERS- Riley (Richard W); United States (South)

The speech opens with an overview of current conditions in American education. It provides a synopsis of gains in education made in the American South, such as the fact that college enrollment in the region approached national norms. The Secretary of Education describes the changing context of American education and the need for skilled teachers to meet demands dictated by rising enrollments. The importance of fully educating every child, ensuring that students master the basics and that they become proficient in reading and in mathematics. The need to protect children from drugs and violence and the need to teach basic values are highlighted. Strategies for fixing failing schools are outlined, and the Secretary's commitment to public education is highlighted. The gains in connecting schools to the Internet and the importance of connectivity for children's future are described. The teaching force for the 21st century is discussed. The need to support new teachers and to increase teacher retention is also discussed. Partnerships between public schools and higher education is described. The importance of making a college education affordable for all students is emphasized. (RJM)

ED 432 068 EA 029 954

The Condition of Education 1998: Supplemental and Standard Error Tables.
PUB DATE- 99
NOTE- 416p.; For the 1998 report, see ED 420 931.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *Educational Assessment; Elementary Secondary Education; Formative Evaluation; *National Surveys; *Statistical Analysis; Tables (Data)

This report presents key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. It is an annual, Congressionally mandated report produced by the National Center for Education Statistics. The data were compiled from many sources, including federal and state agencies, private research organizations, and professional to the environment, materials, and performance components. An appendix lists additional vocational resources. (Contains 64 references.) (CR)

ED 432 087 EC 307 292

Michaels, Craig A.
Transition to Employment. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attitudes toward Disabilities; *Disabilities; *Education Work Relationship; Educational Legislation; Employer Employee Relationship; Evaluation Methods; Federal Legislation; *Individualized Education Programs; Job Analysis; *Job Development; Legal Responsibility; Secondary Education; Social Attitudes; *Student Evaluation; *Supported Employment; Transitional Programs; Vocational Rehabilitation; Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation Act 1973

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on transition to employment. Chapter 1, "Employment and Students with Disabilities," discusses the meaning of work in American society, employment outcomes, employment options and opportunities, and societal beliefs about students with disabilities and the community. Chapter 2, "Work and the Transition Process," describes work and the Individualized Educational Program planning process, committing to transition planning and work as an outcome, and alternative planning strategies. The next chapter, "Assessment Issues," discusses assessment for work, a future-oriented testing paradigm, and lifelong career decision making. Chapter 4, "Preparation for Work," explains how to conduct an ecological inventory, job development strategies for working with employers, and how to conduct a community-based job site analysis. Chapter 5, "Legal Mandates, Transition, and Work," explores Department of Labor guidelines and regulations, Section 503 and 504 of the Rehabilitation Act and the Americans with Disabilities Act. The last chapter contains concluding remarks about real work, real money, and natural support systems. (Contains 73 references.) (CR)

ED 432 088 EC 307 293

Blalock, Ginger; Benz, Michael R.
Using Community Transition Teams To Improve Transition Services. PRO-ED Series on Transition.
PUB DATE- 99
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Community

emotional support, information about mental health services and community resources, and direct assistance such as help with transportation and child care. A comparison of 96 families from intervention counties and 143 families from comparison counties indicated that families in the intervention group were significantly more likely to initiate children's mental health services than were those in the comparison group, that they reported higher levels of empowerment, and greater positive change in family well-being during the time they worked with the Family Associate. Appendices include relevant forms, interviews, and questionnaires. (Contains 105 references.) (CR)

ED 432 106   EC 307 311

Viisola, Michelle
Statistics on Children with Visual Impairments.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Employment; *Etiology; *Expenditure per Student; *Incidence; Reading Strategies; Self Concept; *Visual Impairments

This report summarizes statistical data relating to children with visual impairments, including incidence, causes, and education. Data include: (1) prevalence estimates that indicate 1 percent of persons under the age of 18 in the United States have a visual impairment that cannot be corrected with glasses; (2) the leading cause of childhood blindness is a vitamin A deficiency; (3) 24,877 students aged 6-21 received vision services during 1994 to 1995, representing .5 percent of all students receiving services; (4) students with visual impairments were more likely than other students with disabilities to have an A average in high school and to meet or exceed requirements in English, math, foreign languages, and computer science; (5) the average per pupil expenditure for programs in visual impairment for 1985-1986 was $4,068 for preschool, $6,181 for self-contained classrooms, and $3,395 for resource rooms; and (6) only 29 percent of youth with visual impairments were competitively employed 3-5 years following secondary school. (Contains 32 references.) (CR)

ED 432 107   EC 307 312

Guide to Substance Abuse & Disability Resources Produced by NIDRR Grantees.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; *Disabilities; *Drug Abuse; Journal Articles; *Publications; Reference Materials; Resource Materials; *Substance Abuse; Videotape Recordings
IDENTIFIERS- *National Center for the Dissem of Disabil Research

This booklet is intended for use as a resource guide on substance

Overall, BIA schools are generally in poorer physical condition than even central city schools, have less technology than the average American school, and have funding that is at crisis levels. Numerous statements and attachments illustrating these observations conclude the report. (GR)

ED 432 127 EF 005 535

Weisberg, Michael
Ergonomic Guidelines for Designing Effective and Healthy Learning Environments for Interactive Technologies.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Guidelines; *Human Factors Engineering; *Workstations
IDENTIFIERS- *Learning Environment

Many of the findings from ergonomics research on visual display workstations are relevant to the design of interactive learning stations. This 1993 paper briefly reviews ergonomics research on visual display workstations; specifically, (1) potential health hazards from electromagnetic radiation; (2) musculoskeletal disorders; (3)vision complaints; and (4) psychosocial stresses. Guidelines are provided on how to design an ergonomically correct workstation and learning environment that seek to balance human performance with learner satisfaction and well being. (Contains 64 references.) (GR)

ED 432 128 EF 005 542

Montgomery County Public Schools (MCPS) Policies: Section F: Facilities Development.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Board of Education Policy; *Educational Facilities Improvement; *Educational Facilities Planning; *Facility Guidelines; Public Schools; *School Construction; Site Selection
IDENTIFIERS- *Montgomery County Public Schools MD

The Montgomery County Public Schools (Maryland) system has assembled in this document its policies, procedures, criteria, and standards that apply to educational facilities development. The policies it contains are part of a planning process that recognizes the interrelationship of its facilities planning policy with other policies such as those on educational programs and capital modernization/renovation projects. The planning process is designed to promote public understanding of planning for county schools and to encourage community members, local government agencies, and municipalities to identify and communicate their priorities and concerns to the Superintendent and Board of Education. Policy guidelines are presented for facilities planning and construction; naming new facilities; facilities renovation; site acquisition; and facilities

Chants" (Marilyn Rosenthal); "Without Slang and Idioms, Students are 'In the Dark'!" (David Burke); "Homestay: Highlights and Hurdles" (Doug Ronson); "Has Whole Language Failed?" Stephen Krashen); "Literature for Language Learning" (Mary Lou McCloskey); "EFL Positions: Finding the Right Job" (Karen Asenavage, Bob Hunkin); and "Chinese ESL Students in the U.S." (Frank Tang, Helene Dunkelblau). (MSE)

ED 432 149 FL 025 908

Ruiz-Funes, Marcela
Understanding the Role of Grammar in Proficiency-Oriented Instruction.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Education; Curriculum Design; Educational Strategies; *Grammar; Instructional Effectiveness; *Language Proficiency; Language Research; Research Needs; *Second Language Instruction; *Second Languages

The role of grammar instruction in proficiency-oriented second language instruction (POI) is examined, drawing on research and theory on second language use and instruction. Several premises are stated: (1) formal grammar has an important role in POI, while focus on form and communicative practice should be maintained; (2) in POI, a syllabus that is cyclical in nature is recommended; (3) since POI does not prescribe any specific methodology, second language teachers need to discover for themselves which approach to grammar instruction is most effective; and (4) additional research comparing the traditional approach with the whole-language and input-processing approaches is needed. (Contains 23 references.) (MSE)

ED 432 150 FL 025 909

Harris, John; Murtagh, Lelia
Teaching and Learning Irish in Primary School: A Review of Research and Development.
PUB DATE- 99
NOTE- 533p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Change Strategies; Classroom Observation Techniques; Communicative Competence (Languages); Curriculum Design; Curriculum Development; Educational Change; Elementary Education; Foreign Countries; *Heritage Education; Instructional Materials; *Irish; *Language of Instruction; *Language Research; *Native Language Instruction; Oral Language; Science Instruction; Second Language Instruction; *Second Languages; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Ireland

Three studies concerning the teaching of Irish in elementary schools in Ireland are presented and the implications of their findings for Irish instruction are examined. The first study described the range of conditions under which spoken Irish is taught and learned by studying a number of diverse classes, describe the teaching and learning of Irish in greater detail and from more perspectives, and develop instruments and observation procedures for collecting this new data. The second

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; College Faculty; College Students; Colleges; *Educational Attitudes; Educational Change; *Educational Policy; Ethnic Bias; *Higher Education; *Institutional Mission; Leadership; Legislators; Public Policy; Research; School Business Relationship; Social Change; *State Officials; Universities

This study examined the attitudes of students, faculty, administrators, and policymakers in regard to higher education policy, in light of the challenges facing higher education institutions and specifically as they relate to the mission of the university as a research institution. In-depth ethnographic interviews were conducted with students, faculty, administrators, state officials, lobbyists, professional association leaders, and state legislators. Overall, the interviews demonstrated that because corporate America is putting more and more pressure on institutions to focus on applied research and to produce a workforce that will manage its firms, operate its factories, and design its plants, universities are perceived to have lost, or are in danger of losing, their connections to the kind of research that benefits society. The report concluded that universities must change the ways they communicate their mission and must accept the moral and ethical dimensions of leadership, and must also increase their competitiveness with other forms of education and training. (Contains 12 references.) (MDM)

ED 432 172 HE 032 144

Walker, David A.
The Leadership Conundrum: Leadership Development Perspectives in Higher Education.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Presidents; Colleges; *Educational Attitudes; Educational Change; *Higher Education; Institutional Mission; *Leadership; *Leadership Qualities; Organizational Objectives; School Role; Universities

This paper presents the views of three leaders in the field of higher education on various aspects of the role of leadership in today's colleges and universities. Dave Ambler of the University of Kansas notes that the traditional leadership style, which he refers to as the "plastic president," produces leaders who become combinations of all-knowing entities and salespersons, and who define for the institution and its personnel the objectives and priorities to be followed. Don Adams of Drake university believes that many current leaders in higher education are faced with a leadership challenge, directing institutions with old ideas, with little vision and planning beyond the next academic year, without an understanding of the strengths and weaknesses of their institutions, and without creating opportunities for institutional growth. Joan Claar of Cornell College maintains that there is a crisis in higher education leadership, and that

titled "Missing Links: The Relationship between National Policies for Internationalisation and Those for Higher Education in General," and the penultimate chapter, "International Comparative Analysis and Synthesis", both by Marijk van der Wende, identify trends and compare the national policies reviewed. The intervening nine chapters review the policies of the following nations or areas: Austria, Denmark, Finland, Germany, Greece, the Netherlands, Sweden, United Kingdom, and Central and Eastern Europe and Russia. The final chapter summarizes the main findings of this study, noting the growing importance of economic motives for internationalization policies, the diminishing conceptual disconnection between internationalization policies and general higher education policy, and the enhanced influence of institutional and market forces. (Individual chapters contain references.) (DB)

ED 432 191 HE 032 184

Reinventing Service: A Report from the Customer Service Task Force.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Federal Government; Higher Education; Needs Assessment; *Organizational Development; Organizational Effectiveness; Organizational Objectives; *Public Agencies; *Student Financial Aid
IDENTIFIERS- Customer Satisfaction; *Customer Services; Department of Education; *Office of Student Financial Assistance

This report presents recommendations of a task force which examined ways to transform the Department of Education's Office of Student Financial Assistance (OSFA) into a performance-based organization designed to deliver better service at lower cost. Highlights of the more than 200 recommendations stress the need to provide service equal to the best in business, to collaborate with partners, and to organize and manage like the best in business. Following a summary chapter, individual chapters present recommendations for the following areas: (1) serving students as customers; (2) serving students through schools; (3) serving students through financial institutions; (4) empowering OSFA employees and contractors; and (5) needed policy, regulatory, and statutory changes. For each recommendation, information is provided on the current status and the needed actions. Supporting graphs and other insets document the main text. Appendices include a complete list of recommended actions, a review of the OSFA customer service task force process, and a list of acronyms. (DB)

ED 432 192 HE 032 185

Show-Me. Higher Education: Ensuring Access, Quality, and Efficiency. Missouri Department of Higher Education. 1998 Annual Report.
PUB DATE- 99
NOTE- 47p.; For the 1997 Report, see ED 421 049.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; College Graduates; Delivery Systems; *Educational Trends; Enrollment Trends; Financial Support; *Higher Education; Institutional

Department of Education, Washington, DC.; National Institutes of Health (DHHS), Bethesda, MD.; National Endowment for the Humanities (NFAH), Washington, DC.; Department of Agriculture, Washington, DC.
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship; *Doctoral Degrees; *Educational Trends; Ethnic Groups; Females; Financial Support; Foreign Students; Higher Education; Majors (Students); Minority Groups; National Surveys; Research Universities; Tables (Data); Time to Degree; Trend Analysis

This report presents data on recipients of research doctorates awarded by U.S. universities from July 1996 through June 1997. Among the highlights are: (1) the 382 universities that conferred research doctorates awarded 42,705 doctorates, an increase of 0.7 percent; (2) the number of doctorates awarded by broad field was greatest in the life sciences; (3) women received 17,322 doctorates, or 40.6 percent; (4) between 1996 and 1997 doctorates awarded to racial/ethnic minority groups increased from 8.4 percent to 9.0 percent of all doctorates; (5) U.S. citizens received 70.8 percent of doctorates earned by individuals who identified their citizenship status, up slightly; (6) median time to doctoral degree was 10.5 years, down slightly; (7) 53.9 percent of doctorate recipients received the majority of their financial support from program- or institution-based sources; and (8) of Ph.D.s reporting definite postgraduation commitments, 72 percent planned to work and 28 percent to continue their studies. The report begins with a review of aggregate trends in research doctorates, then discusses trends in seven broad fields, as well as sex, race/ethnicity, citizenship, time to degree, financial support, postgraduation status and plans, and employment. A special section profiles international students. Extensive data tables follow. Five appendices include the survey questionnaire, technical notes, and additional tables. (DB)

ED 432 212 HE 032 206

Opening the Central Valley. A Review of the Board of Regents' Proposal To Build the University of California at Merced.
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Campus Planning; Decision Making; Educational Demand; *Educational Facilities; Educational Supply; Higher Education; Long Range Planning; *School Construction; *State Universities
IDENTIFIERS- *University of California

This report reviews the decision by the University of California's Board of Regents to create a new general campus near Merced to open in fall 2005 with 1,000 full-time-equivalent students (expected to grow to 5,000 FTES by fall 2010). The report reviews the planning history of the proposed campus, discusses the University of California's systemwide physical capacity to enroll new students, and considers a number of review criteria, including potential enrollments, alternatives to building the campus, academic planning, possible conflicts with other institutions in the region, and

Sarapuu, Tago; Adojaan, Kristjan
Usage of Educational Web Pages To Develop Students' Higher Order Thinking Skills.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Computer Assisted Instruction; Critical Thinking; Educational Technology; Environmental Education; Foreign Countries; Information Skills; Instructional Design; *Instructional Effectiveness; Instructional Materials; Science Instruction; Secondary Education; Skill Development; Student Attitudes; Student Motivation; Student Surveys; *Teaching Methods; *Thinking Skills; Worksheets; *World Wide Web
IDENTIFIERS- Estonia; *Web Sites

The aim of this research was to study applicability of a teaching method of using supplementary printed student worksheets together with two educational Web sites--"Estonian Vertebrates" and "Estonian Plants." The teaching method was fully approved by the expert group of 27 pilot teachers. A case study focused on development of secondary school students' abilities to analyze and synthesize the information presented to them. Results demonstrated the applicability of educational Web pages together with appropriate teaching methods to develop students' higher order thinking skills. The impact of computerized biology lessons on students' motivation and their attitudes toward the problems of environmental protection and Estonian nature was also examined. Students' responses to a questionnaire suggested that this approach was justified. (Author/AEF)

ED 432 232 IR 019 602

Steed, Marlo; Mrazek, Rick
On-Line Distributive Education Project.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Technology; Faculty Development; Foreign Countries; Higher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; Interdisciplinary Approach; *Online Systems; Problems; Teaching Methods
IDENTIFIERS- *Course Development; Prototypes; Technology Implementation; University of Lethbridge (Canada)

This paper is a report on an ongoing project at the University of Lethbridge (Alberta, Canada) to implement and evaluate prototype online delivery systems for graduate and undergraduate courses. In the hands of instructors who are good teachers, with course designs that are effective and adapted to course material and learners, and with adequate network support, online courses can be successful and effective. To and the science tutor, Instruction in Scientific Inquiry (ISIS) were developed. These systems were evaluated in field studies involving 40-50 teachers and as many as 3,000 students each year from 40 public schools and several vocational centers. The studies evaluated the effectiveness of the software in enhancing critical thinking skills. Findings are discussed in terms of planning for technology (selecting technologies, cost of implementation of curriculum, preparing teachers, teacher training and integrating technology); implementing technology in the classroom (educational setting, software, technological personnel support, teacher, administrator and vendor/research project responsibilities, and technical support); and evaluating the effectiveness of technology. (AEF)

ED 432 253   IR 019 623

Thormann, Joan
Rewards and Regrets: An On-line Technology in Education Master's Degree Program.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Distance Education; Graduate Study; Higher Education; Masters Programs; Online Systems; *Teacher Education; Teaching Methods
IDENTIFIERS- *Online Courses

This paper focuses on the rewards and pitfalls of offering an online Technology in Education program. The program structure, administrative support needs, student readiness issues, evaluation process, student benefits and concerns, logistics, technical needs, and teaching issues relating to offering an online program are presented. Concrete examples from a graduate level class titled "Technology and Special Needs" are discussed, including assignments, responding to and tracking assignments, accessing readings, providing equipment, Web resources and online conferencing. (Author)

ED 432 254   IR 019 624

Downs, Elizabeth; Carlson, Randal D.; Repman, Judi; Clark, Kenneth
Web-Based Instruction: Focus on Learning.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Planning; Higher Education; Information Dissemination; *Instructional Design; Instructional Development; Instructional Effectiveness; Instructional Innovation; Instructional Material Evaluation; Models; Online Systems; *World Wide Web
IDENTIFIERS- *Online Courses

The higher education environment is currently being

Academic Behaviors.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Computer Assisted Instruction; Computer Software; *Cooperative Learning; High School Students; High Schools; Information Networks; *Instructional Effectiveness; Learning Strategies; Local Area Networks; *Metacognition; Models; Pretests Posttests; Problem Solving; Science Instruction; Secondary School Science; Sex Differences; Thinking Skills; World Wide Web
IDENTIFIERS- *Intranets; *Learning Environments

This study investigated the effectiveness of a shared, Intranet learning environment on problem-solving ability and reflective metacognition. Subjects were 78 9th and 10th grade biology students from three public high schools in Texas. Research focused on the following questions: (1) Will the use of a shared, Intranet environment improve learner problem-solving ability in science as measured by pre- and posttesting? (2) Will the use of a shared, Intranet environment increase learner metacognitive reflection as measured by use of pre- and posttest visual learning software (Inspiration) that measured the number of concepts used, number of concept links used, and number of concept nodes used to determine changes in learning thinking patterns, and by World Wide Web-based CourseInfo software tracking capabilities within a threaded discussion site? and (3) Will gender differences emerge with the use of a shared, Intranet environment in the science area as determined from pre- and posttest scores measuring problem-solving ability and metacognitive reflection? Results indicated that learning behaviors within science Web-based environments provide support for this learning environment model. (AEF)

ED 432 275 IR 019 645

Vannatta, Rachel A.; Reinhart, Paul M.
Integrating, Infusing, Modeling: Preparing Technology Using Educators.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Uses in Education; Cooperative Programs; *Educational Technology; Elementary Education; Elementary School Teachers; Grants; Higher Education; Methods Courses; Observation; Observational Learning; Partnerships in Education; Preservice Teacher Education; Special Education; Student Surveys; Teacher Educators; Teacher Surveys; Teaching Methods; Teleconferencing
IDENTIFIERS- State University of New York Coll at Oswego; Technology Implementation; *Technology Integration; Technology Utilization; Video Teleconferencing

This paper presents the results of a 1997-98 Goals 2000 Preservice Teacher Education Grant that created a partnership between the State University of New York at Oswego and two

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Behavior Disorders; *Computer Mediated Communication; *Educational Resources; Elementary Secondary Education; Higher Education; Teacher Education; Training; Use Studies; *World Wide Web
IDENTIFIERS- *Web Sites

This paper presents the Virtual Resource Center in Behavioral Disorders (VRCBD), a World Wide Web site designed to provide training and ongoing support for students and professionals preparing to work with children with behavioral disorders and their instructors. The goals of VRCBD are: to provide instructional supports for instructors and users of the Teacher Problem Solving Skills (TPSS) program; and to provide an opportunity for asynchronous and synchronous communications between preservice and in-service teachers and professionals in the field of behavioral disorders. Design features and content of the site are presented along with a discussion of the ongoing collection of quantitative and qualitative data related to site usage and learning outcomes. (Author/MES)

ED 432 296 IR 019 666

Weiserbs, Barbara; Arnow, David
E-Mail between Children with and without Hearing Disabilities: The Case for Teacher Intervention.
SPONS. AGENCY- City Univ. of New York, NY.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; *Electronic Mail; *Hearing Impairments; Interaction; Intermediate Grades; Internet; *Interpersonal Communication; Program Implementation; Qualitative Research; Social Studies; Student Attitudes; Student Role; *Teacher Role; Teaching Methods
IDENTIFIERS- Technology Integration

This study examined the consequences of establishing e-mail communication between two classes in different schools: a fifth grade of children with hearing difficulties and a fourth grade of children without hearing difficulties. The arrangement provided an opportunity for children to interact with peers whom they would not normally meet at school. Relying on material from their own social studies curriculum, pairs of children exchanged information in a structured fashion. This allowed children to assume the role of both teacher/resource and learner and to develop potential friendships in an ongoing correspondence. Results indicated that successful implementation requires significant teacher intervention by integrating the program with the existing curriculum. One unexpected but important effect of this bridge between schools

DESCRIPTORS- Community Colleges; Computer Assisted Instruction; *Distance Education; Educational Innovation; *Educational Technology; Higher Education; Instructional Effectiveness; Program Implementation; Teaching Methods

This handbook introduces some fundamental ideas on designing, implementing, and facilitating a distance learning course. It offers specific strategies for topics ranging from choosing delivery technologies to encouraging collaboration among scattered distance-learning students to testing and other evaluation methodologies. The book is broken down into seven chapters. Chapter 1 discusses strategies for developing an effective distance learning experience. Chapter 2 covers new learning environments and instructional technologies. Chapter 3 offers information on advantages and limitations of different distance education technologies. Chapter 4 provides an introductory discussion of communication issues related to teaching at a distance as well as of factors related to enhancing interaction in distance learning environments. Chapter 5 covers a basic design structure adapted to the needs of instructors working with students at a distance. Chapter 6 is organized around testing and assessment in distance learning. Chapter 7 offers a profile of the distance learning model of one innovative and experienced community college. Contains 51 references, a list of related Web sites, and a glossary of terms. (AMA)

ED 432 317 JC 990 443

A Matter of Facts: The North Carolina Community College System Fact Book.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; College Faculty; College Outcomes Assessment; *Community Colleges; *Educational Finance; Governance; Program Descriptions; Program Effectiveness; Program Evaluation; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document is a yearly publication that provides authoritative data on the status of the North Carolina Community College System. The introduction begins with the history and description of the programs of the System. Its governance and funding procedures are then described, as is a statewide plan. The second section of the document discusses all of the umbrella programs supported by the North Carolina Community College System. These programs range from curriculum programs and accrediting agencies to correctional education and fire and rescue training programs. The third section of the fact book highlights the budget and finance aspect of the System. The fourth section focuses on student demographic and outcomes data. The final section of the document profiles the faculty, staff, and administrators of the System. The four appendices include a glossary of terms used in the fact book, a list of the members of the State Board of Community Colleges, a list of the presidents of the community colleges in North Carolina, and a list of the North Carolina Community College System offices. (TGO)

ED 432 318 JC 990 444

State System of Standards and Measures for Michigan Community Colleges, as Required by the Carl D. Perkins Vocational and Technical Education Act of 1998.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; College Outcomes Assessment; *Community Colleges; *Compliance (Legal); Educational Planning; Program Development; Program Effectiveness; Program Evaluation; *State Standards; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Michigan

This guide to standards and measures for compliance with the Perkins Act was developed by and for 29 community colleges in Michigan in order to provide accountability for planning and program improvement. The Perkins Act requires recipients of Perkins funds to evaluate the effectiveness of programs based upon a statewide system of standards and measures. This document provides a timeline for each of the standards and measures activities for 1997-1999. Following an overview and background, listed are the major questions to be answered by the colleges and the specific criteria to measure program effectiveness. These questions address how effectively students in four populations (occupational students, special population students, single parents/displaced homemakers, and sex equity students) are achieving basic academic competencies, advanced academic competencies, occupational or work skills, and non-program competencies. Sixteen general guidelines are listed for the colleges to follow in applying the standards and measures, which are expected to continue to evolve to ensure that they achieve their intended purpose. Five required measures and seven optional measures are described in the areas of basic and advanced academic skills and occupational work skill attainment. The last section of this document contains instructions for completing the Perkins Standards and Measures spreadsheets. A glossary of definitions is also included. (JJL)

ED 432 337 JC 990 467

Equivalence to the Minimum Qualifications.
PUB DATE- 99
NOTE- 18p.; A paper prepared by the 1989 Educational Policies Committee. Revised by the Standards and Practices Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Governing Councils; *Community Colleges; Employment Practices; *Faculty Recruitment; *Minimum Competencies; State Legislation; Teacher Evaluation; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS- Academic Senate for California Community Colleges; Assembly Bill 1725 (California 1989); *California Community Colleges

The purpose of this paper is to review the meaning of equivalency in the context of faculty hiring guidelines, re-examine state law on the subject, present some ideas that are intended to help faculty and administrators in local districts, and address some questions about equivalency which have consistently arisen. This paper was prepared by the Standards and Practices Committee of the Academic Senate for California Community Colleges in response to Assembly Bill 1725, which provides for

Relationship; Educational Improvement; Educational Needs; Educational Objectives; Educational Policy; Educational Research; *Educational Trends; Employment Qualifications; Foreign Countries; Instructional Systems; Job Skills; Job Training; Lifelong Learning; National Standards; *Needs Assessment; Outcomes of Education; Postsecondary Education; Program Evaluation; Public Education; School Business Relationship; Secondary Education; Student Certification; Systems Approach; Trend Analysis; *Vocational Education

IDENTIFIERS- *Australia; *Indonesia

For the past 20-30 years, both Indonesia and Australia have placed considerable emphasis on reforming their systems of technical and vocational education and training (TVET). Indonesia has focused on expanding secondary-level TVET, whereas Australia has emphasized provision of postsecondary-level vocational education and training (VET). Two factors--the emergence of new high-technology and service industries and the aging of the population--are having a profound impact on development of Indonesia's TVET system. An examination of Australia's efforts to develop and reform its VET system revealed the following seven steps that Indonesia might consider as it reforms its TVET system in response to recent economic and social changes: (1) develop a system of continuous and lifelong learning; (2) strengthen advanced and high-level skills training; (3) develop an industry-led TVET sector that includes competency-based training; (4) institute flexible delivery of training and modularization of training courses to make it easier for adults to participate in training; (5) increase focus on training output and outcomes; (6) establish a consistent national training recognition framework; and (7) institute a strong system of public postsecondary training institutes in addition to developing high-quality training providers. (Forty-two tables/figures are included. The report contains 33 references. Appended is summary of the report "Skills toward 2000.") (MN)

ED 431 876   CE 078 811

Curtin, Penelope, Ed.

Future Training Issues in Australia's Industries. A Collection of the Papers Presented at the NCVER 1998 Conference: Industry Training Outlook '98 (Sydney, Australia, October 12-13, 1998).

SPONS. AGENCY- Australian National Training Authority, Brisbane.

PUB DATE- 98

NOTE- 204p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Advisory Committees; Agriculture; Building Trades; Case Studies; Delivery Systems; *Education Work Relationship; *Educational Needs; Educational Research; Educational Trends; Employment Opportunities; Employment Patterns; Employment Qualifications; Flexible Scheduling; Foreign Countries; Forestry; Health Occupations; Hospitality Occupations; Industrial Structure; *Industry; Insurance Companies; Job Skills; *Job Training; Labor Education; Labor Needs; Manufacturing Industry; Mining; Needs Assessment; Office Occupations; Postsecondary Education; Power Technology; Public Service; Recreation; Rural Areas; Rural Education; *School Business Relationship; Secondary Education; Service Occupations; Sk *Australia

IDENTIFIERS- *Australia

This book contains 31 papers from a conference on future training

Education; Economic Development; Educational Policy; Educational Practices; *Educational Technology; *Educational Trends; Foreign Countries; Government School Relationship; Information Networks; Internet; *Lifelong Learning; Program Development; Public Policy; Rural Areas; Rural Education; Trend Analysis; Womens Education
IDENTIFIERS- *Canada; *Community Learning Networks

This document contains information from and about the Pan-Canadian Forum on Community Learning Networks (CLNs) that was conducted to identify existing and emerging needs of CLNs and identify emerging trends and issues related to CLNs. The document begins with a discussion of role played by CLNs in building a lifelong learning culture. Presented next are summaries of the salient features of the presentations of forum participants, who represented organizations such as the following: The Learning Enrichment Foundation; Port au Port Community Education Initiative; Women and Rural Economic Development; Lumby Community Internet Access; St. Albert Continuous Learning Community; Distance Learning Systems; Societe pour l'apprentissage a vie; University of Sudbury's Ojibwe Language Program; and Learner's Advisory Network. Concluding the document are the following: summary of forum working groups' sessions conducted to identify the elements of a CLN "tool kit"; forum recommendations; and plans for the follow-up conference. Appendixes constituting approximately two-thirds of the document contain the following: information about the forum organizers; "Learning in the 21st Century: New Roles, New Benefits, New Responsibilities and New Challenges" (Jacquelyn Thayer Scott); "CLN Forum Wrap-up" (Lucille Pacey); and names/addresses of forum participants. English and French versions of the forum discussion guide prepared by Doug Knight are also included. (MN)

ED 431 894 CE 078 867

Stahmer, Anna; Green, Lyndsay
Partnering for Learnware: Critical Success Factors in the Use of Learnware by Human Resources Sector Councils and Industry Associations in Canada = Partenariats pour les technologies d'apprentissage: Facteurs critiques de succes dans l'utilisation des technologies d'apprentissage par les conseils sectoriels des ressources humaines et les associations industrielles au Canada.
PUB DATE- 97
NOTE- 85p.; For the other Learnware report, see CE 078 868.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Advisory Committees; Case Studies; Cooperative Planning; *Courseware; Delivery Systems; Education Work Relationship; Educational Needs; Foreign Countries; Human Resources; Instructional Material Evaluation; *Labor Force Development; *Lifelong Learning; Marketing; Needs Assessment; *Partnerships in Education; Professional Associations; Questionnaires; School Business Relationship; Student Certification; *Success
IDENTIFIERS- *Canada; Industry Education Councils

The use of learnware by human resources sector councils and industry associations in Canada was examined to identify critical success factors in the use of technology-based training. Eight case studies--four involving sector councils and four involving industry associations that either have national mandates or distribute their products across Canada

Student Characteristics; Teacher Characteristics; Teaching Methods; Trend Analysis
IDENTIFIERS- *Korea National Open University (South Korea)

Korea National Open University (KNOU) opened in 1972 as a correspondence college designed to improve adult learners' preparation for Korea's college examination. KNOU has been redefined as "an institution for adults who are deprived, by various reasons, of higher education opportunities and is now playing a major role in developing lifelong learning in Korea. Although KNOU's enrollment increased from 12,000 in 1972 to 314,438 in 1998, it is struggling with a high dropout rate. Among the immediate challenges facing KNOU are to do the following: (1) develop a new curriculum and more flexible delivery system that will meet the unique needs of its changing student body (which is increasing in age and including increasing numbers of transfers from conventional universities or junior colleges); (2) improve its student assessment system; (3) learn to use technology more cost-effectively; (4) give professors more time for research; (5) improve its tutor and learner support systems; (6) give students more choices in selecting courses; and (7) obtain more funds (either by obtaining more government funding or increasing its student fees). KNOU is continuing to build a foundation for open and lifelong learning through implementation of the Cyber University Trial Project, establishment of the Center for Lifelong Education, and institution of a quality assurance system. (MN)

ED 431 911 CE 078 903

Providing Life-long Skill Training through an Integrated Education and Training System: The Australian Experience.
PUB DATE- 99
NOTE- 13p.; Paper presented at Lifelong Learning and Training: A Bridge to the Future, International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Articulation (Education); Delivery Systems; Education Work Relationship; Educational Attitudes; Educational Change; Educational Improvement; Educational Needs; Educational Objectives; Foreign Countries; *Integrated Curriculum; Job Skills; *Job Training; Labor Market; *Lifelong Learning; Needs Assessment; Postsecondary Education; School Business Relationship; Systems Approach; *Training Methods; Training Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia

Recognition of the need for lifelong learning that is accessible to all Australians underpins the Australian vocational education and training (VET) system. The Australian Qualifications Framework is a nationally consistent framework that allows for credit transfer and articulation between Australia's schools, VET, and universities. The Australian system of VET has been moving toward lifelong, competency-based training designed to equip Australians for the world of work, enhance their labor market mobility, achieve equitable outcomes in VET, increase investment in training, and maximize the value of public VET expenditure. Achievement of these objectives is being supported by the Australian Recognition Framework and Training Packages. Emerging challenges for the Australian system of lifelong skill training include the following:

labels, signs or educational brochures on children's sleepwear safety standards, and display of children's sleepwear separately from other types of children's apparel. Findings were based on shopping visits to 70 retail stores in 14 metropolitan areas nationwide. Informational hangtags were used in about 73 percent of various brand selections of snug-fitting garments. However, the full range of suggested POS practices had not been widely used. Fewer than 16 percent of the stores visited displayed either consumer education brochures or signs about sleepwear safety requirements; about 63 percent of the stores displayed other clothing on racks with sleepwear--a practice that has been shown to cause consumer confusion. Manufacturers and retailers reported a primary reason they had not been more aggressive in offering consumer information was the uncertain future of the standards. Because standards could be revised or revoked, expenditure of additional resources on education efforts did not make good business sense. (The scope and methodology are appended.) (YLB)

ED 431 930 CE 078 957

Program Guide for Business Education.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Business Education; Course Content; Course Descriptions; Curriculum; Intermediate Grades; Office Occupations Education; Postsecondary Education; Program Implementation; Secondary Education; State Curriculum Guides; State Programs; Teaching Methods; Tech Prep
IDENTIFIERS- *Texas

This guide was developed to provide local district administrators, counselors, and teachers in Texas information to implement a high-quality business education program. It contains 10 sections that cover the following the following topics: (1) purpose of business education; (2) general information (crosswalk of courses, types of courses, honors courses, graduation requirements, tech prep, career pathways, instructional materials, textbook information, and characteristics of a good business education classroom plan); (3) procedures for conducting business education classes; (4) working with students with disabilities; (5) advisory committees; (6) public relations; (7) student organizations; (8) funding; (9) Texas Workforce Commission; and (10) course evaluation. Five appendixes include an instructional materials order form, various types of district boundaries and addresses, procedures for hearings, and cooperative training plans. (KC)

ED 431 931 CE 078 963

Kuchinke, K. Peter, Ed.
Academy of Human Resource Development (AHRD) Conference Proceedings (Arlington, Virginia, March 3-7, 1999).
PUB DATE- 99
NOTE- 1248p.; Individual symposia have been analyzed separately, see CE 078 964-CE 079 004.
LANGUAGE- English
EDRS Price- MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports -

Methods; Training Methods
IDENTIFIERS- *Knowledge Management

The first of the four papers in this symposium, "Knowledge Management and Knowledge Dissemination" (Wim J. Nijhof), presents two case studies exploring the strategies companies use in sharing and disseminating knowledge and expertise among employees. "A Theory of Knowledge Management" (Richard J. Torraco), develops a conceptual framework for information systems using Dubin's methodology for theory building. Drawing on existing theory and recent empirical studies, a theory of knowledge management is developed. Questions investigated in the third paper, "Signposts on the Road to Knowledge Management" (Allison Rossett, James Marshall), include the following: What is knowledge management and why is it important to human resource professionals? What is the status of knowledge management in organizations and human resource and training units? and Are consulting firms leading the way? "The Relationship between Human Resource Development and Business Strategy in 1998 Fortune 500 Companies" (Erica D. Kalata, Tim L. Wentling) reports on a study that found significant relationships between business strategy and human resource development in 52 Fortune 500 companies. (KC)

ED 431 949 CE 078 981

Facilitating Organizational Change.
PUB DATE- 99
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Scanlon (17-4) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Business Administration; Educational Needs; Educational Practices; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Group Dynamics; Human Resources; *Labor Force Development; Management Development; On the Job Training; *Organizational Change; Outcomes of Education; *Quality of Working Life; Staff Development; Teaching Methods; Teamwork; Training Methods; Unions; Work Attitudes
IDENTIFIERS- Facilitators; *High Performance Work Organizations

The first of the three papers in this symposium, "Conflicts that Arise in Small Group Facilitation: A Descriptive Study of Accounts, Actions, Outcomes, and Assessments" (Judith A. Kolb, William J. Rothwell), contains self-report verbatim accounts contributed by facilitators and the results of a literature review on small group conflict. "A Test of a Rapid Developer Model: Workplace Factors Associated with Learning and Development" (James A. Alexander) identifies the work environment factors that could be expected to be associated with rapid development and their identification by managers and employees. "Barriers to Transformation Change: High Performance Workplace Practices and Unionized Companies" (Joseph A. Benkowski) identifies the characteristics of high-performance workplaces as recommended by the U.S. Department of Labor's Office of the American Workplace in the categories of training, participation, organization, and partnership as practiced in unionized companies in Wisconsin. Also examined is the relationship between the implementation level of these high-performance workplace practices and the level of labor-management cooperation. (KC)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adult Education; *Adult Learning; Consultants; *Education Work Relationship; Educational Trends; Emotional Adjustment; Foreign Countries; Independent Study; Integrated Curriculum; *Labor Force Development; Learning Activities; Teacher Attitudes; Trainers; Training Methods; Trend Analysis
IDENTIFIERS- Netherlands; *Study Circles; United States

This document contains four symposium papers on workplace learning issues. "The Changing Role of Training Consultants in Organizing Work-related Learning" (Rob F. Poell, Geoff E. Chivers) draws on interviews with training consultants in 19 different organizations to describe how their role is changing in response to the trend toward self-directed learning in the workplace. "Using Study Circles in the Workplace as an Educational Method of Facilitating Readjustment after a Traumatic Life Experience" (Barbara Barski-Carrow) explains how study circles can serve as a "democratic" interactive adult learning format that can compensate for the lack of training provided to managers and coworkers about the various stages of trauma recovery and ways of facilitating the workplace reentry of workers who have experienced a traumatic life event. "Learning-Activities of Junior Managers: Findings of a Quantitative Pilot-Study" (Eline S.K. Lankhuijzen) examines ways and the extent to which management tasks are learned. "Integrating Learning with Working--A Reconception of the Role of Workplace Learning" (Richard J. Torraco) uses in-depth accounts of actual work activity and the theories of situated learning and distributed cognition to develop a new conception of the role of learning interventions in the workplace. (MN)

ED 431 968 CE 079 000

Transfer of Learning.
PUB DATE- 99
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Attitudes; Educational Research; Educational Theories; *Labor Force Development; Learning Processes; Models; Predictor Variables; Qualitative Research; Relevance (Education); Research Methodology; Social Agencies; Social Services; Statistical Analysis; Student Attitudes; Student Evaluation; Theory Practice Relationship; *Transfer of Training; Validity
IDENTIFIERS- Expectancy Theory

This document contains four symposium papers on transfer of learning. In "Learning Transfer in a Social Service Agency: Test of an Expectancy Model of Motivation" (Reid A. Bates) structural equation modeling is used to test the validity of a valence-instrumentality-expectancy approach to motivation to transfer learning. "The Relationship between Learner Utility Reactions and Predictors of Learning Transfer: Implications for Evaluation" (Wendy E.A. Ruona, Michael Leimbach, Elwood F. Holton III) explores the relationship between learner utility reactions and predictors of learning transfer in light of new research on transfer of learning. "Mixed Methods: The Value of the Qualitative Perspective in Transfer of Training Research" (Gary L. May) provides an example of how a qualitative method, namely, analysis of data from semistructured interviews through conceptually ordered matrices, can illuminate quantitative data college completion rates; outcomes for noncompleters; and outcomes for college graduates. Appendixes contain tables; figures; Adjusting Post-1989 ACT Scores; and Research on Human Capital and Screening Theories. (Contains 196 references.) (Author/MKA)

ED 431 987 CG 029 346

Gutierrez, Lorraine; Oh, Hyun Joo; Gillmore, Mary Rogers
Toward an Understanding of (EM)Power(Ment) for HIV/AIDS Prevention with Adolescent Women.
SPONS. AGENCY- National Inst. on Allergies and Infectious Diseases (NIH), Bethesda, MD.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Conference of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998). An earlier version of this paper was presented at the 1997 American Psychological Association Conference.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Behavioral Science Research; Blacks; *Communicable Diseases; Disease Control; Disease Incidence; Empowerment; *Females; *Racial Attitudes; *Sex Differences; Sexuality; Social Attitudes; Whites; Young Adults
IDENTIFIERS- African Americans; European Americans; Washington (Seattle)

Preventing the spread of Acquired Immune Deficiency Syndrome (AIDS) among women is a national priority. In the United States, AIDS is the sixth leading cause of death among young adult women, and their rate of infection is four times higher than men. This article was developed to help stimulate interest in the power dynamics of relationships and how these might influence adolescent women's risk for acquiring the virus (HIV) that causes AIDS. It explores how high-risk adolescents view their personal power, the degree to which they see themselves as powerful in their ability to influence their steady partner and their relationship, and if these perceptions of power improve their ability to engage in safer sex behaviors. Preliminary analysis lends some support to previous theory and qualitative studies that suggested adolescent women's power and empowerment should be consideration for HIV prevention among high-risk adolescents. Also, an understanding of power dynamics in relationships is complex and must be contextualized in respect to gender and race. The pattern of results supports previous research that has found racial and gender differences in viewing power, relationships, and condom use. Preventing the spread of HIV and AIDS requires a clear understanding of the ways in which gender, culture, and developmental issues interact in contributing to safer sex behaviors. (Contains 85 references and 3 tables.) (JDM)

ED 431 988 CG 029 380

Baumberger, Julie P.; Harper, Ruth E.
Assisting Students with Disabilities: What School Counselors Can and Must Do. Practical Skills for Counselors Series.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English

and unit construction. It provides two examples of objectives for pupil achievement pertaining to vocabulary development in reading; six examples of different cognitive levels of complexity for pupils to achieve; and three standards to appraise the explanatory writing. The document discusses the advantages and disadvantages of using behaviorally stated objectives in teaching. It outlines eight sequential steps in advocating the task analysis approach in planning for instruction and discusses advantages of this approach. Discussing the "Structure of Knowledge" in the curriculum, it gives examples of useful sentence patterns developed by linguists. It discusses and gives examples of deductive and inductive learning that occurs in everyday life; discusses Jean Piaget's Readiness for Learning study; outlines four stages of learning; and discusses and outlines four learning styles of pupils. (SC)

ED 432 008 CS 013 644

Ediger, Marlow
Teaching Reading in the Social Studies.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Creative Thinking; *Critical Thinking; Elementary Education; Peer Teaching; *Problem Solving; *Social Studies; Teaching Methods; Writing Assignments
IDENTIFIERS- *Reading Across the Curriculum

Social Studies teachers need to emphasize reading instruction across the curriculum; they can consider 11 selected methods to assist pupil progress in reading social studies content. Recommendations include introducing new words from the reading; initiating peer reading and tutoring; having an aid read orally; tape recording the selection to be read; encouraging individualized reading; selecting relevant spelling words; and assigning related writing activities. The teacher needs to use these procedures which guide pupils to achieve as optimally as possible in reading. Ideas gleaned through reading should provide facts, concepts, and generalizations, necessary for creative and critical thinking as well as problem solving. (SC)

ED 432 009 CS 013 664

Getting the Most from a Site Visit: A Guide To Assist Schools Visiting a Leadership and Learning Site for Reading Best Practices.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Program Implementation; *Reading Instruction; *School Visitation
IDENTIFIERS- Illinois

Noting that professional development activities are a key component in the continuous process of improving instruction, this guide assists schools that are considering a visit to a

DESCRIPTORS- Beliefs; Elementary Education; *Parent School Relationship; *Religion; Religious Factors; *School Role; *State Church Separation; *Student Welfare
IDENTIFIERS- Halloween; New York City Board of Education; Religious Fundamentalism

This paper explores the role of religious beliefs in children's education. It raises the question of whether educators should encourage talk about a child's religion in the classroom, in parent-teacher conversations, and in preservice and professional development settings. The article uses two vignettes drawn from a study of a public elementary school in New York City. The vignettes focus on how the celebration of Halloween and the school's talent show brought into sharp focus the mediating factors that religion can wield in education. The paper describes the classroom setting and the culture of the school. It discusses the opening of the school year and provides a detailed explanation of how one little girl reacted to the school's elaborate celebration of Halloween. It describes how religious beliefs came to bear on the celebration and the effects that this event had on the child and her parents. The vignette highlights how the uneasy place of religion in public schools and parents' desire not to have their children stand out can lead to mistrust and silence, both of which are counterproductive to education. The article describes the importance of collaborative forums so that the boundaries between home and school can be explored in an open manner. Contains 18 references. (RJM)

ED 432 030 EA 029 821

Blick, Charles (Buzz)
Students, Parents and Community Members as Partners in Strategic School-Community Planning.
PUB DATE- 98
NOTE- 11p.; "Classroom Leadership Online" is described as "the online companion newsletter to 'Classroom Leadership'", published by the Association for Supervision and Curriculum Development (NCD).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cooperative Planning; *Decision Making; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; *Participative Decision Making; *School Community Relationship; Social Networks; Social Support Groups

This paper explores the question of who should be involved in strategic decisions that affect a school, a cluster of schools, or an entire school district. It discusses the common problems that hamper effective participation: such as workgroups that are too large or too small; selecting the same roster of persons to serve as team members; choosing participants from the top down, rather than from the bottom up; the failure to clarify expected levels of participation; and the tendency to reinvent the wheel. The article recognizes that grassroots involvement can lead to increased public ownership of schools, but such change requires educators to develop attitudes, beliefs, and practical skills that enable them to benefit from their community's increased involvement. The paper lists the eight steps for making participatory design efforts work: (1) define the results you want to achieve; (2) define the system you need to involve for the results you want; (3) form a temporary project-design team; (4) decide whether you want and/or need an outside consultant; (5) create a project-theme statement; (6) identify key participants; (7) recruit a project-

ED 432 049 EA 029 913

Melvin, Jessica
Strengthening Community Education: The Basis for Sustainable Renewal. Finding Community Resources Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Development; Community Services; *Cooperative Programs; Educational Development; Elementary Secondary Education; Institutional Cooperation; *Integrated Services; Program Descriptions

This manual provides communities with a listing of resources designed to help communities plan and develop school-community partnerships and community-development projects and processes. The main purpose of the manual is to supply a "ready-made" listing and description of resources so that models and topics are easily located. The list of resources included are handbooks, kits, and materials, which are written as step-by-step guidance documents. The documents are divided into three general chapters. The first chapter focuses on rural school-community partnerships and offers information on community-based learning (service learning), school-based community learning, and various types of school-community partnerships. Chapter 2 examines ways to organize for action and lists information on asset mapping, leadership and organizational development, the establishment of indicators to track community progress, media and communications, and sustainable community-development strategies. The last chapter provides listings of additional materials and Internet sites. Each resource listing provides the name of the project, the key topics addressed by the program, a short summary of what is being accomplished, and information on how to order the service. (RJM)

ED 432 050 EA 029 914

Annual Report of the Arizona Superintendent of Public Instruction: Highlights for Fiscal Year 1997-1998.
PUB DATE- 99
NOTE- 562p.; For the 1994-95 report, see ED 403 306.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *Educational Finance; Elementary Secondary Education; *Expenditures; *School District Spending; School Funds; State Aid; Statistical Data; Tables (Data)
IDENTIFIERS- *Arizona

Arizona devoted 57.4 percent of total appropriations to education, and descriptions of how the education appropriations were spent are presented in three sections. Section 1 provides general statistical information and offers specifics on state funding and revenues; revenue by source; expenditure history; average daily membership history; state summary of number and type of public schools; pupil enrollment figures for both public and charter schools, including enrollment by grade and racial/ethnic group; private-school enrollment and statistics;

associations. The information is intended to be policy-relevant and problem-oriented, having been produced for persons who wish to examine in greater detail the issues presented in the publication "The Condition of Education." It contains approximately 180 tables that provide additional information to complement the data presented in "The Condition." The data are divided into two parts. Section 1, the largest section, contains all the supplemental tables, along with explanatory notes. The tables provide information on numerous scenarios, such as the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten; the percentage of students ages 6-20 who were enrolled in grades 1-12 and who attended summer schools; event dropout rates for those in grades 10-12; and the percentage of postsecondary instructional faculty and staff and average number of classes taught, selected faculty characteristics, and employment status. Section 2 contains data on standard error for each of the tables in section 1. (RJM)

ED 432 069 EA 029 955

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1996-1997. Statistics in Brief.
PUB DATE- 99
NOTE- 11p.; For the 1995-96 statistical brief, see ED 420 120.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; Expenditures; Federal Aid; *School Funds; *School Support; Tables (Data)

The data in this report are part of the National Public Educational Financial Survey, an annual state-level collection of revenues and expenditures for public education for students in prekindergarten through 12th grade. Nearly $305 billion were collected for public elementary and secondary education in the 50 states and the District of Columbia. Revenues ranged from a high of around $34 billion in California, which serves about 1 out of every 8 students in the nation, to a low of about $643 million in North Dakota, which serves about 1 out of every 380 students. Nationally, revenues increased an average of six percent over last year's revenues. By far, the greatest part of education revenues came from nonfederal sources (state, intermediate, and local governments), which together provided about 93.4 percent of all revenues. Expenditures for public education totaled about $270 billion, with the 50 states and District of Columbia spending an average of $5,923 for every student, a 4.2 percent increase from the previous year. Each category of revenues and expenditures is defined, and the data, grouped state by state, are presented in five tables. (RJM)

ED 432 070 EC 306 638

Perceptions, 1990-1998.
PUB DATE- 98
NOTE- 603p.; For volumes 24 and 25, see ED 319 204 and ED 329 040, respectivelly. Volume 27 (included in this run) previously accessioned as ED 365 020. Normally published four issues per volume, but volumes 28 and 29 each had only two issues.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

Programs; *Disabilities; Education Work Relationship; Integrated Services; Interprofessional Relationship; Mission Statements; *Needs Assessment; Organizational Development; Program Development; Program Evaluation; Program Implementation; Secondary Education; Teacher Collaboration; Team Training; *Teamwork; *Transitional Programs

Part of a series designed to provide practical resources for transition personnel on a variety of topics critical to the process of preparing individuals with disabilities for adulthood, this guide focuses on using transition teams to improve transition services. Chapter 1, "The Roles of Community Transition Teams," discusses the benefits of community transition teams and basic team functions. Chapter 2, "Building a Team that Represents the Community," describes strategies for team development, team orientation, and team maintenance. The following chapter, "Setting the Team Up for Success," explains strategies for planning meetings, meeting procedures, weighing the commitment to change, sustaining the momentum for change, and developing a mission statement for the team. The next chapter, "Identifying the Community's Highest Priority Needs," explains needs assessment procedures. Chapter 5, "Developing an Effective Plan of Action," details procedures for developing an annual action plan, including identifying one or more objectives for each goal. Chapter 6, "Implementing the Action Plan," describes the four major components of program implementation. The final chapter describes procedures for evaluating and building on accomplishments. Appendices include a sample planning tool, interagency agreement, program standards instrument, draft annual plan, and task/time calendar. (Contains 26 references.) (CR)

ED 432 089 EC 307 294

Elksnin, Nick; Elksnin, Linda K.
Teaching Occupational Social Skills. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Rating Scales; Communication Skills; Curriculum Based Assessment; *Disabilities; *Education Work Relationship; Employee Attitudes; Evaluation Methods; Generalization; Interpersonal Communication; *Interpersonal Competence; Interviews; Peer Relationship; Role Playing; Secondary Education; *Social Development; Socialization; Student Evaluation; Transitional Programs; Vocational Education; Work Attitudes; *Work Environment
IDENTIFIERS- *Social Skills Training

Part of a series that provides practical resources to transition personnel on topics essential to the process of preparing individuals with disabilities for adulthood, this guide focuses on teaching occupational social skills. Chapter 1, "Why Teach Occupational Social Skills?," explains the importance of these skills for successful employment and describes the changing work force and educational reform. Chapter 2, "Assessment of Social Skills in Occupational/Vocational Settings," reviews approaches for assessing occupational social skills, such as rating scales, interviews, behavioral observation, role play, and curriculum-based vocational assessment. The following chapter, "Teaching Occupational Social Skills," provides abuse and co-existing disability areas by researchers, professionals, and people with disabilities. It contains scholarly items as well as a number of immediately functional resources for use by teachers, rehabilitation personnel, and others in their work with substance abuse issues. Resources are divided into eight categories with citations and abstracts for all listings: (1) 3 books/book chapters; (2) 10 fact sheets/brochures; (3) 6 conference papers and proceedings; (4) 51 journal articles; (5) 10 newsletters and articles; (6) 10 project reports; (7) 14 training manuals; and (8) 5 video and audio tapes. A list of National Institute on Disability and Rehabilitation Research (NIDRR) grantees who provided substance abuse and disability information is also provided. (CR)

ED 432 108 EC 307 313

Meeting the Needs of Youth with Disabilities: Examples of Students with Disabilities Accessing SSI Work Incentives.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Career Choice; Career Planning; *Disabilities; *Education Work Relationship; *Eligibility; Employment; *Financial Support; *Social Services; *Supported Employment; Transitional Programs; Vocational Education
IDENTIFIERS- *Supplemental Security Income Program

This handbook is designed for school personnel, youth with disabilities, parents, Individualized Education Program/transition team members, service providers, and others who are involved in student-focused transition planning. It provides detailed examples illustrating the process of applying for Social Security Income (SSI) work incentives and demonstrates how students with disabilities can benefit from SSI work incentives when utilized during the transition planning process. The handbook focuses on two of the SSI work incentives: Plan for Achieving Self-support (PASS) and Impairment-related Work Expense (IRWE). PASS provides students with a mechanism for maintaining SSI eligibility while moving toward a career goal by acquiring the necessary training and/or support required to reach that goal. The IRWE provides ongoing support required to maintain employment. Similarities and differences between the two programs are explained, followed by four examples of the PASS initiative and three examples of the IRWE incentive. The PASS examples include a narrative and a completed PASS application form. IRWE examples are presented in narrative format along with calculations that demonstrate how the IRWE incentive will affect the student's SSI benefit rate and earned income. Appendices include hints for completing a PASS application, examples of letters of support, and definitions of SSI related terms. (CR)

ED 432 109 EC 307 314

Hughes, Carolyn; Guth, Carol; Presley, Judith; Scott, Stacey; Lorden, Sarah
Peer Buddy Manual: Metropolitan Nashville Peer Buddy Program.
SPONS. AGENCY- Tennessee Developmental Disabilities Council.;

development plans. (GR)

ED 432 129 FL 025 484

Lin, Lingfen
How Do Balanced Bilinguals Develop and Maintain Their Native Language While Learning English?
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Chinese; Chinese Americans; *English (Second Language); Grade 5; Immigrants; Intermediate Grades; *Language Acquisition; *Language Maintenance; Language of Instruction; Parent Attitudes; *Parent Influence; Student Attitudes

A study investigated how balanced and pseudo-bilingual students, all second-generation Chinese-Americans, develop and maintain their native language while learning English. Subjects were 12 fifth-graders attending a Saturday Chinese language school, six of whom (3 boys, 3 girls) were balanced bilinguals and six of whom (3 boys, 3 girls) were non-balanced ("pseudo-") bilinguals. The children and their parents were surveyed, and a week later participated in follow-up interviews. Analysis of the results suggests the parents of the two groups of children have very strong differences in their reasons for wanting to educate their children in two languages. Parents of balanced bilinguals tended to provide many more varieties of language input, and at some point to immerse their children in Chinese-speaking countries. There was less difference found in the children's attitudes, but balanced bilingual children tended to believe in putting more effort into learning two languages, and felt pleasure in being bilingual. Implications for development of bilingualism in children are discussed briefly. Contains 66 references. (MSE)

ED 432 130 FL 025 534

deMoraes, Beatriz B.
What Is the Impact of English-Only and New Immigration Laws on Non-English Speaking Patients?
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Annotated Bibliographies; Civil Rights; Disabilities; English Only Movement; *English (Second Language); Federal Regulation; Health Maintenance Organizations; *Health Services; *Immigrants; Interpersonal Communication; Language Minorities; *Limited English Speaking; Medical Services; Older Adults; *Patients; Physician Patient Relationship; Poverty; *Public Policy; Sign Language; Welfare Services

The annotated bibliography cites 21 articles and legal documents relating to the effects of English-only policies on the quality and availability of health care for immigrants and limited English-speakers. Article topics include eviction of illegal immigrants from nursing homes, health care for undocumented aliens, welfare reform and care for disabled illegal immigrants, state policy and language minority rights, English-only laws and access to information, availability of sign language and deaf interpretation, attitudes toward patient study was intended to produce guidelines and sample instructional materials for an elementary school Irish language program using a communicative approach. The third project involved researchers working regularly with 50 third- and fourth-grade teachers over a two-year period to develop full courses in science and art taught through the medium of Irish. Substantial documentation of the three studies is appended. (Contains 307 references.) (MSE)

ED 432 151 FL 025 912

Taylor, Eric K.
Using Folktales To Teach Cognitive/Academic Skills.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Critical Thinking; *English for Academic Purposes; *English (Second Language); Evaluative Thinking; *Folk Culture; *Inferences; *Logical Thinking; Second Language Instruction; Short Stories; *Thinking Skills

Classroom techniques are suggested for teaching English-as-a-Second-Language (ESL) students cognitive and academic skills needed for academic success, using the reading and analysis of folk tales. Skills targeted include comparing and contrasting, evaluating ideas, supporting claims with facts and evidence, organizing and grouping ideas, and using inference appropriately. A comparison and contrasting exercise using two variations of a folk tale is described. An activity focusing on techniques for supporting and evaluating ideas is intended for use after students have read a number of unrelated folk tales. An exercise in evaluating and summarizing ideas uses a single tale. In each case, preparatory activities for the teacher, detailed in-class procedures, and suggested variations for more advanced students are described. Some suggestions are also made for following story reading with questions that promote inferencing. (MSE)

ED 432 152 FL 025 913

Lai, Fung-kuen Eva
Developing a CALL Program on WWW.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Employment Interviews; Foreign Countries; Higher Education; Instructional Materials; *Material Development; *Second Language Instruction; *Second Languages; Simulation; Teacher Developed Materials; Undergraduate Study; *World Wide Web
IDENTIFIERS- Hong Kong

The process of developing, pilot testing, and revising a set of some leaders do not possess the skills needed to cope with rising institutional debt, rising tuition, degree devaluation, and the deteriorating image of higher education. (Contains 11 references.) (MDM)

ED 432 173 HE 032 145

McLendon, Emory; Cronk, Peter
Rethinking Academic Management Practices: A Case of Meeting New Challenges in Online Delivery.
PUB DATE- 99
NOTE- 12p.; Published in an electronic format only.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Case Studies; College Instruction; *Computer Assisted Instruction; *Distance Education; Educational Attainment; Enrollment; Foreign Countries; Higher Education; Models; Online Systems; Teaching Methods; Universities; World Wide Web
IDENTIFIERS- *University of Southern Queensland (Australia)

This paper presents a case study of distance education at the University of Southern Queensland (USQ) in Toowoomba, Australia. Begun in 1977, distance education at USQ moved from the correspondence model to the multimedia model, to the telelearning model, and finally to the current flexible learning model characterized by on-line delivery via the World Wide Web. It is noted that as universities move to this fourth model of on-line delivery of distance education, institutions will have opportunities to develop more flexible policies and procedures in regard to student selection, student enrollment and progression, and the teaching and learning processes. The paper then examines current USQ practices, the challenges presented by the on-line environment, and possible solutions in regard to student entry requirements, student enrollment periods, student progression, the nature of study materials, and approaches to student assessment. It is concluded that if flexibility and students' control over their own learning are taken seriously, institutions must devote as many resources to the review and development of academic management strategies, including student support systems and professional development of faculty, as they focus on the development of delivery technologies. (MDM)

ED 432 174 HE 032 146

Satterlee, Brian
International Culture and Management Education: A Synopsis of the Literature.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Administration Education; College Faculty; College Instruction; *College Programs; Cross Cultural Training; *Cultural Awareness; *Cultural Influences; Educational Attitudes; *Global Approach; Higher Education; Literature Reviews; *Multicultural Education; Program Effectiveness

This paper reviews the literature on the effects of international culture on management education. Morden (1995) notes that what works well in one country may be entirely inappropriate in

Mission; Long Range Planning; Private Colleges; Public Colleges; State Universities; Statewide Planning; Student Financial Aid; Tables (Data); Technical Education; Telecommunications; *Trend Analysis
IDENTIFIERS- *Missouri

This annual report on the status of Missouri's system of higher education is organized around five strategic initiatives. The report notes such positive trends as the more than 325,000 students who are pursuing degree programs and the nearly 50,000 students who graduate each year from the state's public and independent colleges, universities, and private career schools, and the fact that students are reporting higher levels of satisfaction with their collegiate experience than they did three years ago. The report also identifies challenges, finding that financial access to a public higher education has become increasingly difficult, with nearly 19 percent of Missouri's youth financially at risk of not being able to continue their education after high school. The bulk of the report uses text, graphs, and charts to examine achievements and challenges concerning strategic initiatives in the following five areas: (1) institutional mission review and enhancement; (2) coordination of all student financial assistance programs and services in one division; (3) telecommunications-based delivery system; (4) postsecondary technical education; and (5) funding for results. Appendices provide additional information about academic affairs, higher education funding, higher education legislation, higher education statistics, planning and policy development, and the proprietary school certification program. (DB)

ED 432 193 HE 032 186

Dyer, Beverly G.; Miller, Michael
A Critical Review of Literature Related to the Department Chair Position.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; College Administration; *College Faculty; *Department Heads; *Educational History; Higher Education; Instructional Leadership

This review of the literature on the department chair position in institutions of higher education examines critical issues related to the chair position. It concludes that research has provided a clear picture of who is involved in the chair position but has not clarified ways to improve the effectiveness of the position. The review is organized into two sections. The first, on the historical development of the chair position, focuses on the time period during which the chair position was first formalized (1880s to 1925) and the impact played by business, industry, and politics on the formation of the administrative position. The second, on contemporary research on the chair position, examines the various roles and responsibilities, needed skills, and challenges and coping strategies facing the chairperson. Lack of chairperson training is identified as a critical issue. (Contains 19 references.) (DB)

ED 432 194 HE 032 187

Burke, Joseph C.
Managing Campus Budgets in Trying Times: Did Practices Follow

potential construction and operating costs. Based on this analysis, the report concludes that the University of California at Merced should become a reality and recommends to the Governor and the Legislature that the campus be approved. It also urges that the university be innovative in its academic planning and provide a clearer indication of potential construction costs. Section 1 summarizes the Commission's conclusions and recommendations and Section 2 provides background to the proposal. Section 3 offers an overview of the major issues and Section 4 reviews the Commission's criteria. Appendices include the review guidelines and two letters. (Contains 32 references.) (DB)

ED 432 213   HE 032 207

Ontario Universities - 1998: Resource Document.
PUB DATE- 99
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Comparative Analysis; Educational Demand; *Educational Finance; Educational Supply; Financial Policy; *Financial Problems; Foreign Countries; Higher Education; Needs Assessment; Resource Allocation; *State Aid; Tables (Data); *Trend Analysis; Universities
IDENTIFIERS- *Ontario

This report on the financial status of Ontario (Canada) universities notes that Ontario's universities continue to receive less than universities in any other Canadian province in per capita funding and have had the largest two-year decline in public funding of any jurisdiction in Canada or the United States. It notes that although total operating grants increased by 4.2 percent in 1998-99, these additional funds were generally restricted to specific new initiatives. The two most notable of these were approximately $35 million for an Access to Opportunities Program designed to increase enrollment in high-demand computing and engineering programs, and $10 million for a Fair Funding Grant to address an historic funding inequity. The report also notes that Ontario universities are now entering a decade in which substantial growth in enrollment demand is expected. Following a section of highlights, the report presents tables and graphs detailing financial information in the following areas: (1) grants and revenue Ontario; (2) grants and revenue inter-jurisdictional comparisons; (3) comparisons with other sectors; (4) research support; (5) tuition fees; (6) student financial assistance; (7) university infrastructure; (8) faculty and staff; and (9) education and the job market. Seven appendices provide additional tables including various price indexes and explanations of methodology. (DB)

ED 432 214   IR 019 584

Price, Jerry D., Ed.; Willis, Jerry, Ed.; Willis, Dee Anna, Ed.; Jost, Muktha, Ed.; Boger-Mehall, Stephanie, Ed.
SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, Texas, February 28-March 4, 1999). Proceedings.
PUB DATE- 99
NOTE- 2012p.; Selected individual papers have been analyzed, see IR 019 585-682. Some figures and tables are illegible.
LANGUAGE- English
EDRS Price- MF17/PC81 Plus Postage.

accomplish this, an interdisciplinary team is assembled to design, test, and implement a prototype for online teaching. The primary outcomes of this project are the identification and development of instructional technologies, approaches to design and evaluation of online courses, and the professional development of faculty. This paper describes and identifies problems encountered in this process and solutions used to remedy these. (Contains 17 references.) (Author/AEF)

ED 432 233 IR 019 603

Tamashiro, Roy; Erwin, Frances
Pioneering On-Line Degree Programs for Teachers: The Risks, Roadblocks, and Rewards.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Evaluation; *Distance Education; *Educational Planning; Graduate Study; Higher Education; Instructional Design; *Instructional Development; Internet; Online Systems; Program Development; *Teacher Education
IDENTIFIERS- Webster University MO

This paper describes the process of establishing an Internet-based online graduate degree program for teachers. At Webster University (Missouri), this program was the first online degree to be offered by the institution. The paper reviews Webster University's experiences and outlines a planning process that includes defining the rationale (risks) and developing the major components (roadblocks), including courses, approvals, facilities, instructor support, student support, and evaluation. The lessons learned (rewards) are summarized, and recommendations are given for other institutions that wish to launch online degree programs for teachers. (Author/AEF)

ED 432 234 IR 019 604

Chisholm, Ines Marquez; Carey, Jane; Hernandez, Anthony
Access and Utilization of Computer Technology by Minority University Students.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *College Students; Computer Attitudes; *Computer Literacy; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; *Equal Education; Ethnic Groups; Higher Education; *Minority Groups; Student Surveys; Urban Universities; Use Studies; World Wide Web
IDENTIFIERS- *Access to Computers; Access to Technology; *Computer Use

Universities assume that entering students possess computer skills and literacy and then expect students to utilize these assumed skills by offering computer-based instruction, revolutionized by the challenge of online course offerings. Many obstacles stand ready to confront those instructors who are faced with the task of utilizing this new instructional environment. The instructional aspects of Web-based learning are often viewed as secondary to the technical issues that require a new set of skills for most instructors. This paper suggests that it is important to apply instructional design to the many aspects of designing and delivering effective Web-based instruction. Presents a model for the design of Web-based instruction that includes these phases: analyze, design, develop, disseminate, and evaluate/revise. Each of these phases is discussed in detail. (Contains 1 figure and 20 references.) (Author/AEF)

ED 432 255 IR 019 625

DeMartino, Darrell J.
Employing Adult Education Principles in Instructional Design.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Behaviorism; Constructivism (Learning); Design Preferences; Educational Practices; *Educational Principles; Educational Psychology; Educational Theories; Epistemology; Higher Education; *Instructional Design; Systems Approach; Teaching Methods

An instructional systems approach to learning draws on principles of instructional design and development but also draws from theories such as behaviorism, information processing, cognitive theory, adult education, and systems theory among others. This paper focuses on how instructional designers can benefit from awareness of different adult education principles or theories. Traditionally instructional design is taught by connecting educational psychology via learning theories such as behaviorism, cognitive theory, and/or constructivism to learner design considerations. Although this is an acceptable manner for introducing instructional designers to varying educational theories, it does not provide a unified epistemology of learning and knowledge creation. This paper presents theories that reflect the primary view on which adult education is based, that learning is an interactive process constructed by the learner and not passively received from the environment. These adult education principles are then applied to instructional design issues. (Contains 15 references.) (Author/AEF)

ED 432 256 IR 019 626

Estes, Thomas; Bronack, Steve; Schoeny, Zahrl
Creating Optimized Learning Environments: A Course Using Interactive Web Elements.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

local elementary schools. The program was designed to provide preservice teachers in elementary education and special education methods classes the opportunity to observe expert teachers integrate technology in the elementary classroom through a video conferencing system and to experience the infusion of technology in their education courses. Grant activities were implemented during the 1997-98 academic year. Evaluation of these grant activities was conducted through pre- and posttest surveys, observation, and focus group interviews. Results summarize the impact of grant activities on faculty (n=20) technology proficiency and integration and preservice teachers' (n=61) technology proficiency and understanding of technology integration. Recommendations address program improvement, as well as methods that any department of education could utilize when attempting to prepare technology-using educators. (Author/AEF)

ED 432 276 IR 019 646

Andris, James F.; Crooks, Steve M.; Hawkins, G. Colleen
Disseminating Engaged Learning Strategies in the Middle School through Technology.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Uses in Education; Constructivism (Learning); Cooperative Programs; Faculty Development; Grants; Higher Education; Inservice Teacher Education; *Learning Strategies; Listservs; Middle Schools; Teaching Methods; World Wide Web
IDENTIFIERS- *Engaged Style; Media Literacy; Southern Illinois University Edwardsville; *Technology Integration

This paper reports on the results of a grant to disseminate engaged learning strategies in the middle school. Three university instructors at Southern Illinois University at Edwardsville worked with eight middle school teachers to integrate Webquests, the Journey North Project, STELLA software, and media literacy into the curriculum. A general process is described, along with three differing approaches for disseminating engaged learning strategies. Some results of the three interventions are given, and a listserv-based process for a final reflection is described. (Author/AEF)

ED 432 277 IR 019 647

Brehm, Barbara
Extending Preservice School Experience through Telementoring.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Mediated Communication; *Computer Uses in Education; Cooperative

was the exposure of participating teachers to school cultures distinct from their own, particularly in regard to differences in teaching methods. This can lead to a reassessment of values and curriculum needs. (Author)

ED 432 297 IR 019 667

Heinecke, Walter; Vasquez-Levy, Dorothy; Blasi, Laura
Diffusion of Educational Technology: Teaching and Collaborative Education.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Cooperative Learning; Costs; *Distance Education; *Educational Technology; Higher Education; Instructional Design; Intercollegiate Cooperation; Teacher Attitudes; Teaching Styles
IDENTIFIERS- *Course Development; Iowa State University; University of Virginia

A new classroom is emerging as teaching styles influence the use of instructional technology across a distance. This paper discusses interactive technology from the instructors' point of view, in the context of a course design joining Iowa State University and the University of Virginia. The course was created through the combined vision and time invested by professors from instructional technology, research and evaluation, and curriculum and instruction; course content focused on instructional technology and policy. Highlights of the discussion by two instructors include course context, setting, and changing expectations. A chart presents a range of technology options and approximate costs for schools considering collaborative learning. (Author/MES)

ED 432 298 IR 019 668

Garcia, Penny Ann
Avoiding Pratfalls in K-16 Collaboratives.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *College School Cooperation; *Computer Uses in Education; Educational Change; *Educational Planning; Elementary Secondary Education; *Faculty Development; Higher Education; Partnerships in Education; *Program Development; Program Implementation; Teacher Attitudes; Teacher Education
IDENTIFIERS- Barriers to Innovation; *Technology Integration

Collaborations between K-12 schools and universities offer tremendous potential for mutual enrichment. Collaborations that focus on computer technology and its integration into the classroom offer unique challenges. A number of factors must be considered prior to and during the planning and implementation stages of the technocentric collaborative. The continuums of

Critical Success Factors for the North Carolina Community College System, 1999. Tenth Annual Report.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accountability; College Outcomes Assessment; *Community Colleges; Community Programs; Community Services; Data Collection; *Institutional Mission; Labor Force Development; *Organizational Objectives; *School Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This report is one of several North Carolina Community College System accountability measures designed to report on critical success factors. Critical success factors are those issues that are instrumental for an institution to prosper and accomplish its goals. The data presented in this report are indicators of the "health" of the System, the extent to which the System is addressing the needs of the state, and the success of the System as measured by student outcomes. Longitudinal data is provided where available. The report has been modified to include institutional data, for which the colleges have been grouped according to total full-time equivalent students. A description of a critical success factor is provided at the beginning of each section of the report; there are seven factors analyzed in total: (1) student success; (2) resources; (3) access; (4) education continuum; (5) workforce development; (6) community services; and (7) program management and accountability. In presenting the data for each of these measures, background information on the measure is provided along with the methodology of data collection. Following the data, recommendations for improvements to the measure or for future analysis are given. (TGO)

ED 432 319 JC 990 445

Lancaster, H. Martin
A Major Force in Economic Development: A Challenge for the North Carolina Community College System.
PUB DATE- 99
NOTE- 8p.; National Institute for Leadership & Institutional Effectiveness (NILIE) Conference keynote address (Asheville, NC, March 29-31, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; Computer Uses in Education; *Economic Development; Economic Impact; Educational Change; Educational Planning; *Educational Technology; *Futures (of Society); Higher Education; *Labor Force Development; *Long Range Planning; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

No other institution has played a more significant role in support of economic development in North Carolina than the North Carolina Community College System. Presented are three challenges that will define the System's future relevance in support of economic development: (1) its ability to stay ahead of the "tidal wave" that is technological change; (2) its capabilities in workforce development to address looming technical labor shortages; and (3) its ability to support the hiring of faculty who do not meet the precise letter of the minimum qualifications, as long as the governing board determines that the applicant possesses qualifications that are at least equivalent. Local governing boards and academic senates were given the responsibility for determining equivalency. The paper addresses the historical context within which equivalency was established, the precise meaning of the term, and how districts address the issue of equivalence through the published minimum qualifications for hire. It stresses the importance of faculty judgement in determining equivalency. This report reviews what constitutes appropriate criteria for determining equivalent qualifications and suggests ways of defining a process for determining equivalent qualifications. A separate section contains information on statutory and regulatory authority for equivalency. The paper identifies and addresses faculty responsibilities and comments on the issue of single-course equivalency. A proposed model of an equivalency policy is appended. (JJL)

ED 432 338 JC 990 468

Guidelines for Good Practices: Effective Instructor-Student Contact in Distance Learning.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; *Community Colleges; *Computer Assisted Instruction; Curriculum Evaluation; *Distance Education; *Educational Technology; Instructional Effectiveness; Learning Strategies; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- Academic Senate for California Community Colleges; *California Community Colleges; Higher Education Act Title V

This position paper elaborates the Academic Senate's existing positions on distance education and the effective use of technology in instruction. In particular it examines the implications of a 1998 change in the Title 5 regulations governing distance education in California community colleges, especially with regard to instructor-student contact. The paper begins with a review of good practices in technology-mediated instruction and proceeds to consider and make recommendations on effective instructor-student contact. Many of the recommendations apply equally to courses offered in any mode of instruction, but the paper specifically addresses local curriculum committees as they decide how to apply these recommendations in their review of distance education course proposals. The paper briefly mentions some unresolved issues in the area of faculty collective bargaining. Finally the paper makes recommendations for action by local academic senates to ensure that the curriculum review process for distance education courses separately documents effective instructor-student contact, technical support, accessibility, and provision of support services to students. (AUTH/JJL)

ED 432 339 JC 990 469

A Proposal To Revise the Use of Certificates.
PUB DATE- 99

issues in Australia's industries. The following papers are included: "Training Development in Australia" (Chris Ellison); "Meeting National and Employer Training Requirements" (Mark Paterson); "Meeting Employee Training Requirements" (Bill Mansfield); "Training Challenges in Australia's Manufacturing Industries" (Richard Jenkins); "New Paradigms for Training and Learning Work Skills" (Sandra Yates); "Research and Development: Beyond the Bottom Line" (Ken Boston); "Where the Jobs Are: The Outlook for Jobs" (Chris Murphy); "Industry Training in Australia Today" (Peter Kirby); "Current and Future Issues in the Forest Products Industry and the Implications for VET (Vocational Education and Training)" (Nick Murray); "Rural Training" (Glennyss Leyne); "Training Is More Than Catching: Meeting Future Skill Requirements of the Australian Seafood Industry" (Ross Ord); "The Perfect Partnership: Innovation in Driller Training" (Rod McCallum); "Process Manufacturing Industries Today" (Jeremy Gilling); "Manufacturing Training Perspectives" (Bob Paton); "International Fibre Centre: A Study of Training Innovation" (Lynn Glover); "The NUEITAB (National Utilities and Electrotechnology Industry Training Advisory Board)" (Paul O'Brien); "Gas Industry Skills Centre" (Joseph Calabrese); "Overview of the Building and Construction Industry" (Raymond Hutt); "Flexible Training Delivery in the Hospitality Training Industry" (Gavin Dadswell); "Needs versus Training in the Communications Industry" (Rob Gage); "Skills Formation for the Financial Services Industry: Agent of Change or Zookeeper to the Dinosaurs" (Loretta Winstanley); "NIBA (National Insurance Brokers Association): A Case Study in the Finance and Insurance Industry" (Linda Evans); "Vocational Education and Training in Australian Local Government" (Annabelle Langdale); "Trends and Training Issues in Government" (Meg Barnett); "Database Training for SAAP (Supported Accommodation Assistance Program) Management and Reporting Tool" (Janice Anderson); "A Union Perspective" (Sharan Burrow); "Current and Future Issues and Worker Education and Training" (Terri Seddon); "Factors Shaping the Training Agenda in the Health and Community Services Industries" (Lorraine Wheeler); "Flexible Training Strategies for Social and Community Services: A Case Study" (Berwyn Clayton, Lola Krogh); "The YMCA (Young Men's Christian Association) as Training Providers" (Rhys Williams); and "Training and the Sport and Recreational Industries" (Tony Guihot). (MN)

ED 431 877 CE 078 812

Mitchell, Richard; Robertson, Ian; Shorten, Ann
Law and Policy in Vocational Education and Training. A Contemporary Survey.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Delivery Systems; Disadvantaged; Educational Administration; *Educational Legislation; *Educational Policy; *Federal Legislation; Federal State Relationship; Foreign Countries; Government School Relationship; Labor Market; Literature Reviews; Minority Groups; Postsecondary Education; *Public Policy; Secondary Education; *State Legislation; Systems Approach; Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

through ties to provincial organizations--were reviewed. Of the case studies, three involved learnware that was already completed and in distribution, three involved learnware in the prototype stage, and two involved organizations in the process of assessing the potential for learnware to be an effective tool for the organization. Analysis of the case studies revealed six critical factors that are fundamental to successful learnware projects: partnerships; learner needs identified; content with credibility; sufficient market; appropriate delivery platform; and links to accreditation. The six case studies with learnware in distribution or the prototype stage all relied on partnerships, both in the development and delivery of their product. The case studies illustrated that production and distribution of learnware requires the marshaling of resources that are not usually resident in any one body and the investment of knowledge and expertise against future earnings. English and French versions of the report are included. (MN)

ED 431 895 CE 078 868

Stahmer, Anna; Green, Lyndsay
Decision Tools: What To Consider When Partnering for Learnware = Outils de decision: Facteurs a considerer dans la mise en place de partenariats pour les technologies d'apprentissage.
PUB DATE- 98
NOTE- 69p.; For the other Learnware report, see CE 078 867.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Check Lists; Cooperative Planning; *Courseware; *Decision Making; *Delivery Systems; Education Work Relationship; Foreign Countries; Higher Education; Instructional Materials; *Lifelong Learning; Marketing; *Material Development; *Partnerships in Education; Questionnaires; School Business Relationship; Strategic Planning
IDENTIFIERS- *Canada

This report provides a set of decision tools for learnware developers in private companies, public organizations, and education institutions to use in developing strategic alliances or partnerships for the development, delivery, and marketing of learnware products and services designed to meet Canadians' lifelong learning needs. The report outlines a five-stage partnership development model that was formulated on the basis of the findings of more than 40 interviews with individuals from the public education sector, private learnware developers, sector councils, industry organizations, and book and electronic publishers. Section 1 is an introduction that includes pertinent definitions and an overview of the methodology used to develop the model. Section 2 summarizes the following five steps necessary for planning, establishing, and managing partnerships for learnware: determine whether a partnership is what is needed; find a suitable partner; develop the agreement; assign contributions and benefits; and manage the partnership. Section 3 is divided into five subsections that each outline the findings of implementation of one of the model's five steps. Each subsection includes the following: composite case, findings, and lessons learned. Appended are a globalization, rapidly advancing information and information and communication technologies, market reform and the need for greater quality and flexibility, and restructuring of the labor market. To assist in achieving the central objectives outlined in Australia's National Strategy for Vocational Education and Training 1998-2003, Australia is taking the following actions to improve and enhance community and industry attitudes toward training: (1) developing seamless pathways that link the sectors of postsecondary education; (2) raising and improving awareness of VET; (3) raising the National Qualifications Profile; (4) expanding flexible delivery; and (5) making a strong commitment to research, development, and innovation. (MN)

ED 431 912 CE 078 917

Hall, Robert A.; Bannatyne, Mark W. McK.
Technology Education: Addressing the Needs and Concerns of the Technologically Disenfranchised and Special Needs Populations.
PUB DATE- 99
NOTE- 14p.; Paper presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adult Basic Education; Developed Nations; Developing Nations; Educational Change; *Educational Needs; Educational Philosophy; *Educationally Disadvantaged; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; *Technology Education

Educators are asked to provide technology education to all, but special consideration must be given to those in both developing and developed nations who have no access to current technology and thus are disenfranchised. In order to redress the issue of disenfranchisement, one must try to correct the social imbalances that have created it. Curriculum changes alone cannot correct or provide access to high-quality education. Although money alone cannot solve the problem, it can contribute to a solution, as will time. Countries and individuals that are struggling will slowly become more stable and have resources available to promote a policy of technological access through education. All policy makers must commit to collaborative and interdisciplinary education for all students over the long term. Only then will all people be able to compete in the complex society of the 21st century. (Contains 1 figure and 10 references) (KC)

ED 431 913 CE 078 928

Kodz, J.; Kersley, B.; Bates, P.
The Fifties Revival.
PUB DATE- 99
NOTE- 91p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Age Discrimination; Aging (Individuals); Employment Opportunities; *Employment Practices; Equal Education; Equal Opportunities (Jobs); Family Work Relationship; Flexible Working Hours; Foreign Countries; *Fringe Benefits; Job Training; Labor Force; Labor Needs; *Older Workers; *Personnel Policy; Personnel Selection; Preretirement Education; *Recruitment; Retirement

Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Career Development; *Corporate Education; Distance Education; Educational Technology; Evaluation Methods; Foreign Countries; Higher Education; Human Resources; *Labor Force Development; *Organizational Change; Personnel Evaluation; *Professional Development; Research; *Training Methods; Training Objectives; Transfer of Training; Work Environment

This document contains papers from 39 symposia as well as two town forum presentations and a poster session at the 1999 Academy of Human Resource Development (AHRD) conference. The town forum papers address certification in the human resource development (HRD) field. Symposium topics are as follows: (1) adult learning in the workplace; (2) advances in distance learning; (3) learning and working in groups; (4) workplace diversity issues; (5) learning organization issues; (6) managers and learning; (7) linking HRD theory and practice; (8) work force issues facing HRD; (9) enhancing employee skills; (10) instructional technology; (11) international HRD perspectives; (12) informal workplace learning; (13) organization structure and strategy; (14) university HRD programs; (15) HRD issues in Asia; (16) knowledge management; (17) facilitating organizational change; (18) evaluation in HRD; (19) new perspectives in HRD; development; (20) integrating learning and performance; (21) individual learning issues; (22) evaluating the impact of HRD; (23) HRD in the United Kingdom; (24) HRD professional development; (25) changing workplace; (26) measurement and research tools; (27) work force development; (28) individual differences in learning; (29) linking HRD practice and research; (30) contextual learning issues; (31) career issues in HRD; (32) assessing employee performance; (33) core directions in HRD; (34) cultural issues in organizations; (35) workplace learning issues; (36) transfer of learning; (37) change processes in organizations; (38) qualitative studies in HRD; and (39) interpersonal dynamics in the workplace. The poster session topic is new models and metaphors for human resource development. (SK)

ED 431 932 CE 078 964

HRD Town Forum--An AHRD Tradition.
PUB DATE- 99
NOTE- 15p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Adult Education; *Certification; Educational Research; Job Satisfaction; *Labor Force Development; Professional Associations; *Professional Continuing Education; Reliability; Standards; Theory Practice Relationship; Validity
IDENTIFIERS- *Academy of Human Resource Development; *Human Resource Specialists

This document contains two papers devoted to human resource development (HRD), the Academy of Human Resource Development (AHRD), and certification. The first paper, "Certification of HRD Professionals, Products, and Academic Programs--The Role of AHRD" (Michael Leimbach), is intended to facilitate dialogue on the AHRD's role in establishing standards and certification in HRD. The various stages of certification (defining standards, data sharing, endorsement) are discussed, as are problems with

ED 431 950 CE 078 982

Evaluation in Human Resource Development.
PUB DATE- 99
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Adult Education; Comparative Analysis; Computer Assisted Testing; Distance Education; Education Work Relationship; Educational Research; Employee Attitudes; Evaluation Methods; Foreign Countries; Higher Education; Interactive Video; Job Performance; Job Satisfaction; Job Training; *Labor Force Development; Online Systems; *Organizational Development; Outcomes of Education; Performance; Program Effectiveness; *Program Evaluation; Test Construction; Transfer of Training
IDENTIFIERS- Finland

These four papers are from a symposium on evaluation in human resource development (HRD). "Assessing Organizational Readiness for Learning through Evaluative Inquiry" (Hallie Preskill, Rosalie T. Torres) reviews how evaluative inquiry can facilitate organizational learning; argues HRD evaluation should be reconceptualized as a process for assisting learning; and describes efforts to develop an instrument HRD professionals can use to assess an organization's readiness to engage in learning through evaluative inquiry. "The Design and Development of an Evaluation System for Online Instruction" (Tim L. Wentling, Scott D. Johnson) describes development of a system using computer technology to provide partial automation. "The Mixed-Method Evaluation in HRD--A Description of Methods Applied in the Industrial Development Program" (Ville Nurmi) describes a study in the Finnish paper industry that concluded that mixed-methods is a purposeful design when the aim is to assess a large program from multiple viewpoints. "The Effect of Two Training Systems on Trainee Satisfaction, Learning, Job Behavior, Retention and Organizational Performance" (Maria Hruby Moore) compares a manager-led, self-paced videotape delivery system and an instructor-led group method over two-way interactive videoconferencing and finds no significant difference between trainee satisfaction, learning, and individual job performance outcomes but significant differences between learning ratings, retention rate, and organizational performance measures. (YLB)

ED 431 951 CE 078 983

New Perspectives in Human Resource Development.
PUB DATE- 99
NOTE- 21p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Sewe (19-2) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Developing Nations; Economic Development; Education Work Relationship; Federal Government; Foreign Countries; *Government Role; Instrumentation; Job Training; *Labor Force Development; Material Development; Teacher Effectiveness; Teaching Methods; Trainers

gathered from the same setting. "Theories Supporting Transfer of Training" (Siriporn Yamnill, Gary N. McLean) reviews the theories and conceptual frameworks needed to describe three factors affecting transfer of training: training inputs (trainee characteristics, training design, and work environment); training outputs (learning and retention); and conditions of training transfer (generalization and maintenance of training). (MN)

ED 431 969   CE 079 001

Change Processes in Organizations.
PUB DATE- 99
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Change Strategies; Human Resources; Morale; Needs; *Organizational Change; *Organizational Climate; Organizational Development; Public Agencies; Quality of Working Life; State Government; Work Attitudes; Work Environment
IDENTIFIERS- High Performance Work Organizations

The first of the four papers in this symposium, "The Role of the Survey in the Assessment of an Organization for High Performance Redesign: A Case Study" (Teresa K. Moyers, Oris T. Griffin), looks at how one company used a survey to analyze the way the social system currently is designed and operates. "Thriving on Change: An Organizational Identity Model" (Sheila L. Margolis) reports on an investigation of members' perceptions of organizational identity and how the organization can help members during a merger, and suggested ways for human resource development professionals to facilitate organizational change. "Organizational Change and Transformation: A Multifaith Perspective" (Dorothy A. Marcic, Susanne M. Fest) studies how different religious beliefs potentially have an impact on managerial decision making. "A Nine-Month Follow-up Assessment of a Large Scale Interactive Event Designed to Implement Organizational Change in a State Government Organization" (Dominic G. Kamau, Gary N. McLean) reports of a follow-up study on a state government organization that had employed a large-scale interactive event to implement organizational change after a merger, finding that most of the feelings about the event were negative, except for those of persons in leadership positions. (KC)

ED 431 970   CE 079 002

Qualitative Studies in HRD.
PUB DATE- 99
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Consultants; Cross Cultural Studies; Distance Education; Educational Needs; Educational Practices; Educational Research; Human Resources; Intercultural Communication; Japanese; Models; Multilingual Materials; Multilingualism; On the Job Training; Online Systems; Organizational Development; Outcomes of Education; *Qualitative

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Careers; Case Studies; Counseling; *Counselor Role; Daily Living Skills; *Disabilities; Elementary Secondary Education; Evaluation; Family Involvement; *Federal Regulation; Guidelines; Objectives; *School Counselors; Sexuality; Siblings; Special Education; Success
IDENTIFIERS- Individuals with Disabilities Education Act

This book describes a comprehensive assessment model called TREAT, an individually focused approach that draws information and interpretation from every available resource. Each chapter contains at least one case study to help counselors learn to apply the ideas in this book to real school situations. It discusses meeting federal regulations and guidelines regarding students with disabilities; assessing students for special education services eligibility; identifying and carrying out counseling goals for students with disabilities; working effectively with students' families; and making a real difference in the lives of students. This book is designed for school counselors who want to better understand and carry out their responsibilities to every student and for school leaders who want all students to get the counseling help that fits their needs. Includes Resource A, "Understanding and Coping with Learning Disabilities: A Support Group for Middle Schoolers with Specific Learning Disabilities," which describes techniques for conducting group sessions for male fifth and sixth graders with learning disabilities. Resource B, "Organization," provides contact information, a list of references, and a list of suggested readings. (Contains 18 additional references.) (Author/MKA)

ED 431 989 CG 029 381

Montgomery, Marilyn J.
Building Bridges with Parents: Tools and Techniques for Counselors. Practical Skills for Counselors Series.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Anxiety; At Risk Persons; *Counseling Techniques; Elementary Secondary Education; Empowerment; Extended Family; *Family School Relationship; Home Instruction; Mental Health; Objectives; *Outreach Programs; *Parent Education; *Parent Participation; Parenting Skills; Resources; *School Counselors; Success; Vocational Education
IDENTIFIERS- Barriers to Participation

This book provides specific guidelines that for developing comprehensive home-school partnerships. It is designed for use by school counselors. Practical guidance is offered on how to persuade colleagues that parent outreach is vital to student success; initiate positive contacts and smooth interactions with parents; understand different types of "anxious parents" and work successfully with them; and facilitate such systems as parent education, academic or therapeutic support at home, and involvement of at-risk families. A section entitled "Tips from Teachers" offers ideas and techniques that have worked well for

Leadership and Learning Best Practice site (Illinois schools that have demonstrated a commitment to the reading best practices as identified by the Best Practices and Resources Committee of the Right to Read Initiative). After discussing its purpose, the guide lists questions to ask when selecting a site to visit. It then lists the 22 Best Practice sites and provides a chart indicating what sites are implementing which of the 14 reading best practices. The guide then offers advice in focusing the observation of the site. It also lists possible strategies for each best practice to look for in the classroom, and questions to consider after completing a site visit. Contains a 7-item list of resources available through the Illinois State Board of Education. (RS)

ED 432 010   CS 013 665

Leadership and Learning Sites: Program Descriptions for Best Practices in Reading, 1998-1999.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Instructional Effectiveness; Program Descriptions; Program Implementation; *Reading Instruction; Reading Skills; State Standards
IDENTIFIERS- Illinois

This booklet presents descriptions of the 22 Illinois schools that were identified by the Best Practices and Resource Committee of the Right to Read Initiative as providing leadership and learning in the area of best practices in reading. The description of each school's program includes demographic data; data on which of the 14 best practices in reading the school implements; implementation strategies; which of the English language arts standards adopted by the Illinois State Board of Education the best practice addresses; teacher support; resources; evidence for success; and contact information. Appendixes contain a list of the 14 best practices in reading; a list and map of the 22 Leadership and Learning sites; a list of sites and their methods for sharing with other schools; and an on-site visit observation/recording instrument. (RS)

ED 432 011   CS 013 671

DeFoe, Marguerite Corbitt
Using Directed Reading Thinking Activity Strategies To Teach Students Reading Comprehension Skills in Middle Grades Language Arts.
PUB DATE- 99
NOTE- 47p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; Decoding (Reading); *Instructional Effectiveness; *Language Arts; Metacognition; Middle School Students; Middle Schools; Parent Participation; *Reading Comprehension; *Reading Improvement; *Reading Instruction
IDENTIFIERS- Analogies; *Directed Reading Thinking Activities

This practicum was designed to use directed reading thinking activity strategies to teach reading comprehension skills to management team; and (8) begin an appropriate strategic-planning process. The article gives some examples of participative planning. (RJM)

ED 432 031 EA 029 873

Portin, Bradley S.
Management, Transformation, and Social Influence: Longitudinal Impact of Reform on Leadership in Four British Primary Schools.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; *Administrator Attitudes; Administrator Role; *Educational Change; Elementary Education; Foreign Countries; *Instructional Leadership; Leadership Responsibility; Longitudinal Studies; *School Administration
IDENTIFIERS- England (Oxfordshire); Head Teachers

This paper examines the experiences of four headteachers in England and how they made sense of the changing nature of the headship from 1993-98. It views their experiences across three leadership "frames"--the managerial, the transformative, and the critical--to describe the way that leadership is both conceived and manifest. It focuses on the following questions: How have headteachers' conceptions of leadership changed over time during the implementation of education reform? What are the central aspects of the emerging roles of headteachers that define how they spend their time? How do headteachers negotiate the boundary between managerial demands and leadership imperatives? and What tensions or opportunities do headteachers experience with increasing headship experience? Data collection included semistructured interviews, nonparticipant observations, and document analysis. Each interview was transcribed and a modified grounded-theory approach was used in data analysis and theory building. The data suggest that the headteachers moved from being initially overwhelmed with the role changes in headship to a new level of expressed assurance with their role as headteachers. The findings are separated into three themes: the increasingly complex articulation of leadership understanding; the developing expertise in using leadership capacity to counter new managerialism; and institutional self-confidence and headteacher roles. Contains 22 references. (RJM)

ED 432 032 EA 029 885

Hamby, John V.
Developing a Comprehensive Violence Prevention Plan: A Practical Guide.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Discipline Policy; Elementary Secondary Education; *Prevention; Risk Management; School Policy; *School Security; *Violence

state, federal, and private funds administered; programs under the State Board of Education; the annual financial report of the county school superintendents; food-service program information; definitions for per-pupil expenditures; current expenditures; and expenditures by type of fund or project. Section 2 looks at school district, county, and state data, as well as specifics on enrollment; assessed valuation; tax rates; teachers' salaries; outstanding bonds; staffing summary; actual revenues and budget and actual expenditures; and gifted programs enrollment and expenditures. The third section presents summary financial and statistical data on each of the state's charter schools and includes information on enrollment and other categories. An index of charter schools and state summaries appears at the end of this section. (RJM)

ED 432 051 EA 029 915

Murphy, Joseph, Ed.; Louis, Karen Seashore, Ed.
Handbook of Research on Educational Administration. A Project of the American Educational Research Association. Second Edition.
PUB DATE- 99
NOTE- 548p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Research; Effective Schools Research; Elementary Secondary Education; Governance; *Instructional Leadership; Leadership; Policy Formation; School Supervision; State of the Art Reviews

This collection of 24 essays examines emerging trends in the educational, organizational, and institutional domains of schooling, and in the larger contexts that set the stage for those discussions. The volume is divided into three parts. Part 1, "The Development of Educational Administration," includes "A Brief History of Scholarship on Educational Administration," "The Continuing Quest for a Knowledge Base: 1976-1998," "A Century's Quest to Understand School Leadership," "Internationalization in Educational Administration: Policy and Practice, Theory and Research," "The Struggle to Create a More Gender-Inclusive Profession," "The Evolution of Educational Leadership Preparation Programs," and "Next Generation Methods for the Study of Leadership and School Improvement." In Part 2, "The Changing Nature of Education and Schooling: Emerging Foundations for the New Profession," the following articles are included: "Ideological Lenses for Interpreting Political and Economic Changes Affecting Schooling," "Delta Forces: The Changing Fabric of American Society and Education," "Social Constructivist Views of Learning," "The 'New Professionalism' in Education: An Appraisal," "Rethinking School Improvement," "Enduring Dilemmas of School Organization," "Schools as Cultures," "Schools as Politics," "Administration and Community: Considering Challenges, Exploring Possibilities," "Institutional Theory and the Study of Educational Organizations," "The Implications of Social Capital for Schools, Communities, and Cities: Educational Administration as if a Sense of Place Mattered," and "New Consumerism: Evolving Market Dynamics in the Institutional Dimension of Schooling." The last section, "Rethinking the Challenges of Educational Leadership," features "School Leadership for Teacher Learning and Change: A Human and Social Capital Development

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Conferences; Elementary Secondary Education; *Emotional Disturbances; *Inservice Teacher Education; *Integrated Services; *Self Management; *Teacher Competencies; Time on Task

This document consists of all 20 issues of the journal "Perceptions" published from fall 1990 through summer 1998 (8 years). Issues include articles about methods, materials, approaches, and techniques for working with students with emotional and behavioral disorders. (CR)

ED 432 071 EC 307 273

Ramirez, Judy
Sensory Integration and Its Effects on Young Children.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Autism; *Behavior Patterns; Child Development; Infants; Intervention; *Perceptual Impairments; *Sensory Integration; Tactual Perception; *Therapy; Young Children

This paper provides an overview of the literature on sensory integration in young children. First it explains the importance of "sensory integration" in child development and normal functioning. It goes on to note signs of a sensory integration dysfunction (such as hyper-or hypo-sensitivity to touch, poor coordination, and poor behavioral control). Normal sensory development in infants is briefly reviewed. Effects of specific sensory impairments including the visual, tactile, and vestibular senses are noted. Examples of sensory integration dysfunction in autistic children are offered. Treatment for sensory integration dysfunction is discussed with emphasis on sensory integration therapy for tactile defensive children. (DB)

ED 432 072 EC 307 274

Students with Disabilities Projected To Exit the Public Schools after the 1998-99 School Year.
PUB DATE- 98
NOTE- 39p.; For 1997-98 report, see ED 415 601.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Age; Correctional Institutions; *Disabilities; *Dropouts; *Enrollment Projections; *High School Graduates; High Schools; Public Schools; State Schools; Statistical Data; Tables (Data)
IDENTIFIERS- *Illinois

This report presents, in tabular form, estimates of the number of students with disabilities projected to exit the Illinois public school system after the 1998-99 school year. Data are provided for each Illinois county by number of students, type of disability, and reasons for exit. The same data are provided for students under the Department of Corrections or in state schools. Types of disability include: mental impairment, physical impairment, specific learning disability, visual impairment, hearing impairment, deaf-blind, speech and/or language impairment, behavior/emotional disorder, health impairment, autism, and traumatic brain injury. Exit reasons information about teaching specific occupational social skills and problems-solving skills to students. Other issues affecting acquisition and performance, such as practice, feedback, reinforcement, and elimination of interfering behaviors, are also discussed. Chapter 4, "Getting Students To Use Occupational Social Skills," reviews strategies that educators can use to help students generalize occupational social skills from the instructional setting to work. Strategies include making occupational social skills instruction an integral part of the curriculum and teaching skills in natural settings. Appendices include a list of social skills resources, assessment instructions and publishers, and social skills curricula evaluation guidelines. (Contains 72 references.) (CR)

ED 432 090 EC 307 295

Wehman, Paul, Ed.
Developing Transition Plans. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attitudes toward Disabilities; *Disabilities; *Disability Discrimination; Education Work Relationship; *Employment; *Individualized Education Programs; *Long Range Planning; Parent School Relationship; Program Development; Rehabilitation Counseling; School Counselors; School Psychologists; Secondary Education; Social Bias; Special Education Teachers; Transitional Programs; *Vocational Education
IDENTIFIERS- *Individualized Transition Plans

One of a series of guides that provides practical resources on topics critical to the process of preparing individuals with disabilities for adulthood, this volume is designed to help special education teachers, guidance and rehabilitation counselors, parents, advocates, and psychologists become familiar with how to develop individual transition plans using personal future planning. It includes several sample plans for students with a variety of intellectual, physical, and behavioral challenges. The plans provide for a wide range of different goals, from employment and postsecondary experiences to safety, financial planning, and recreation. The variety of these plans, the process described for writing the plan, and the suggested resources to help write the plan, are meant to help students and their families, as well as service providers, to look forward to the future in a more definite way. Before presenting the plans, the text discusses different changes in the educational system and in society that would benefit all young adults with disabilities, the many obstacles facing individuals with disabilities as they seek employment, and how to use person-centered planning concepts to enhance school-to-adult life transition planning. (Contains 74 references.) (CR)

ED 432 091 EC 307 296

Erin, Jane N.; Wolffe, Karen E.
Transition Issues Related to Students with Visual Disabilities. PRO-ED Series on Transition.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English

Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 219p.; For earlier version, see ED 396 464. Some parts of the document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes toward Disabilities; Autism; Behavior Modification; *Classroom Techniques; *Disabilities; *Educational Strategies; Hearing Impairments; High Schools; Interpersonal Competence; Language Impairments; Learning Disabilities; Mental Retardation; *Peer Acceptance; *Peer Relationship; *Peer Teaching; Physical Disabilities; Secondary Education; Student Participation; Symptoms (Individual Disorders); Visual Impairments
IDENTIFIERS- Tennessee (Nashville)

This manual contains materials for a course designed to enable Nashville high school students to develop peer relationships while acting as peer buddies and positive role models for students with special needs. Information is provided on various types of disabilities and learning problems, instructional techniques for students with disabilities, and ideas on how to help increase the social skills, interactions, and participation of peers with special needs in the day to day activities at school and in the community. The course is designed to be taken as an elective for one half a credit per semester, one class period per day. The maximum number of credits typically received in the course is two. Specifically, the course addresses: (1) the peer buddy's role; (2) peer buddy orientation; (3) evaluations and forms; (4) special education services; (5) guidelines for appropriate language; (6) task analysis; (7) dealing with inappropriate behavior; (8) mental retardation; (9) learning disabilities; (10) visual impairments; (11) hearing impairments; (12) speech and language disorders; (13) autism; (14) physical disabilities; and (15) attention deficit disorder. Disability-related Web sites are also provided. (Contains 16 references.) (CR)

ED 432 110   EC 307 315

Belcastro, Frank P.
A Survey of Types of Gifted Programs Offered in Iowa Public School Districts.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); Advanced Placement; Curriculum Design; Curriculum Development; Elementary Secondary Education; *Enrichment Activities; *Gifted; Inservice Teacher Education; Postsecondary Education; Professional Development; Program Development; Resource Room Programs; School Districts; *Special Programs; Surveys; *Talent Development
IDENTIFIERS- *Iowa

This paper discusses the outcomes of a 1997 survey of 171 Iowa public school districts on programs offered to gifted students. The survey evaluated whether the school districts offered the following programs: enrichment in the regular classrooms, part-time special classes, full-time special classes, independent study, itinerant teacher, mentorships, resource rooms, special schools, early entrance, continuous progress, nongraded autonomy, health care and civil rights, poverty and health care, welfare reform, immigrant use of health care services, and managed care. (MSE)

ED 432 131 FL 025 750

Jacobson, Anna W.
Yup'ik Stories Read Aloud = Yugcetun Qulirat Naaqumalriit Erinairissuutmun. With Transcriptions and Word-by-Word Translations.
PUB DATE- 98
NOTE- 88p.; "Translations by Anna W. Jacobson in consultation with Steven A. Jacobson." Accompanying audiotape not available from ERIC.
LANGUAGE- Yupik; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Alaska Natives; Audiotape Recordings; *Folk Culture; *Mythology; *Oral Tradition; Short Stories; *Story Telling; Translation; *Yupik
IDENTIFIERS- Alaska; *Yupik Eskimos

Six traditional Yup'ik stories are presented in Yup'ik along with English word-for-word translations. Five of the selections are traditional Yup'ik myths or legends called "qulirat"--stories that have been transmitted from generation to generation and often have supernatural elements. The sixth is a personal account of life in a Kuskokwim River fish camp; this type of narrative is known in Yup'ik as a "qanemciq." A cassette tape with audio recordings of the stories is available to accompany the booklet. The purpose of the recordings and booklet, in addition to making Yup'ik stories available in an oral format, is to provide a means of helping students of Yup'ik to bridge the gap from understanding the printed text to understanding the spoken language in "real time." An introductory section to the booklet describes the materials, explains their history, provides background information on the language and culture, and offers some notes on each story. (MSE/JR)

ED 432 132 FL 025 851

Antoun, Elizabeth; Gebhard, Jerry G.; Gutwein, Geraldine; Kim, Won-Hyeong; Staben, Jennifer; York, Aimee
TESOL Methodology: Five Annotated Bibliographies.
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Cognitive Style; Community Colleges; Deafness; Disabilities; *English (Second Language); Higher Education; Internet; Learning Strategies; Reading Comprehension; *Reading Instruction; Second Language Instruction; *Writing Instruction

The five bibliographies included here were selected from those of a graduate-level class in methodology for teaching English to speakers of other languages (TESOL). They were selected based on the quality of research and writing, interest the topic might have for other English-as-a-second-language teachers, and student permission. They include: "TESL Methodology for Teaching English Writing to the Deaf" (Elizabeth Antoun); "A Teacher's Examination: Ways To Improve Students' Reading Comprehension" (Geraldine Gutwein); "The Internet for Second/Foreign Language Education" (Won-Hyeong Kim); "Beyond the Red Pen: An Annotated Bibliography on Teacher Feedback

English-as-a-Second-Language instructional materials for computer-assisted language learning (CALL) is described. The materials are designed to prepare students for job interviews in the Hong Kong (China) employment market, which differs in some significant ways from other environments. Ideas for questions were drawn from real job interviews at large companies in Hong Kong, job advertisements, and application letters. Ten questions were identified for use in the interview package, and six dialogues were written so students can select from a variety of interview contexts. After going through an interview, students can click on different exchanges to examine what has taken place, evaluate the answers given, read comments, and participate in a cloze exercise. Student feedback on the interviews is invited. Experience suggests that students have found the package useful for building interview skills, oral skills, and confidence. Some student requested interviews more closely related to their own academic majors. Screens from one of the interviews are appended. (MSE)

ED 432 153 FL 025 914

Rippberger, Susan; Staudt, Kathleen
Comparing Values in Education on the U.S.-Mexican Border, El Paso and Ciudad Juarez.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Comparative Analysis; *Educational Attitudes; Elementary Education; Foreign Countries; *Public Schools; Regional Characteristics; *School Role; *Social Values
IDENTIFIERS- El Paso Independent School District TX; Mexico (Ciudad Juarez); *Mexico United States Border

A three-year study examined attitudes toward education and public schools through behaviors in elementary schools in two United States-Mexican border towns, El Paso (Texas) and Ciudad Juarez (Mexico). It looked at curricular civic rituals such as the flag salute, and more covert normative training found in classroom organization and management strategies. About 25 hours of material videotaped in the schools was condensed into about an hour, and the resulting video shown to students, teachers, principals, parents, and undergraduate and graduate students of education; responses were elicited. Both similarities and differences were found in national and cultural values in the two locations, particularly concerning treatment of relationships vs. time in the school setting, sociability vs. individualism, and nationalism vs. hegemony. The findings are illustrated with specific instances and individual comments. (Contains 27 references.) (MSE)

ED 432 154 FL 025 915

Hallmon, Jennifer
Style Shifting from "Hyojungo" to Osaka-ben.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Code Switching (Language); *Dialects; *Japanese; Language Patterns; Language Research; *Language Styles; *Standard Spoken Usage

another. Obaldeston (1993) explains that business schools must employ teaching faculty with international experience, enroll a high proportion of students from other nations, and use teaching materials based on international business. Finegold (1994) points out that in response to increasing questions about the usefulness of the MBA degree, U.S. institutions are re-engineering programs to integrate contemporary topics such as information technology and internationalization into the curriculum. Other authors provide specific criticisms of graduate business programs in the United States, noting that MBA programs focus on technical skills to the exclusion of communication and cross-cultural skills; do not teach leadership, creativity, and entrepreneurship; ignore the importance of group dynamics; lack integration and global perspective; demonstrate little innovation in instructional delivery; and have faculty with little or no real business experience. It is concluded that cooperative efforts between business schools, corporations, and outside agencies would improve graduate-level management education. (Contains 15 references.) (MDM)

ED 432 175   HE 032 147

Satterlee, Brian
The Acquisition of Key Executive Skills and Attitudes Required for International Business in the Third Millennium.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Business Administration Education; *Business Skills; Communication Skills; Cultural Awareness; Decision Making Skills; Delphi Technique; *Educational Attitudes; Ethics; Foreign Countries; Global Approach; Higher Education; Interpersonal Competence; Management Development; Questionnaires; Strategic Planning; Teaching Methods; Teamwork
IDENTIFIERS- Canada; Mexico; United States

This study used a multimethod research technique to examine the acquisition of key executive skills and attitudes required for success in the international business arena. Following a review of the literature, the report presents the results of responses by a panel of 36 international business experts from Canada, Mexico, and the United States to a three-round Delphi questionnaire that attempted to identify the key executive skills required for success. It was found that the skills most highly rated by Canadian participants were decision-making, team building, strategic vision, global view, ethics, and intercultural effectiveness. U.S. participants ranked working with people and information/communication as the most highly rated skills, while Mexican participants ranked as the most highly rated skills decision-making, team building, working with people, initiative and persistence, strategic vision, global view, ethics, information/communication skills, and intercultural effectiveness. Overall, the most highly rated skills were decision-making, team building, working with people, strategic vision, global view, ethics, information and communication, and intercultural effectiveness. In addition, the following skill acquisition methods were ranked by the participants in descending order of importance: lecture courses, internships, study in other nations, language study, videoconferencing, Internet courses, and correspondence

Principles?
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; College Administration; *Decision Making; *Educational Finance; Efficiency; Financial Exigency; Higher Education; Productivity; *Public Colleges; *Retrenchment; State Universities; *Theory Practice Relationship
IDENTIFIERS- California; Massachusetts; New York; Texas; Wisconsin

This study examined how closely 11 accepted principles for managing budgets were followed at 98 public college campuses during the first half of the 1990s, a period of budget problems. The colleges reviewed were in six states: California, Florida, Massachusetts, New York, Texas, and Wisconsin. The study found that (1) planning was not inclusive, since faculty and students were underrepresented; (2) few institutions had both long- and short-term budget plans; (3) most campuses relied primarily on selective cuts, although a strong minority allocated cuts across the board; (4) criteria for cuts reflected ease and availability rather than quality or priority; (5) expenditure reductions exceeded revenue increases on most campuses, but tuition and fee increases restricted access in several states; (6) although most institutions favored short-term personnel strategies, a strong minority included layoffs and retrenchments; (7) most campuses acted to raise productivity and performance in administration and management but avoided academic areas; (8) most campuses did not eliminate academic programs to improve quality and efficiency; (9) most campuses limited restructuring of offices and activities to administrative functions; (10) few campuses refocused their missions based on institutional strengths and student demands; and (11) most campuses did protect quality and access in undergraduate education, but a large minority conceded that both had declined. Detailed tables are appended. (DB)

ED 432 195 HE 032 188

State Funded Post-Secondary Tuition Assistance, 1998. Special Report.
PUB DATE- 98
NOTE- 27p.; Prepared for the Budgetary Responsibility Oversight Committee. Includes oversize fold-out tables.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Financial Support; Higher Education; In State Students; Out of State Students; Private Colleges; Public Colleges; *Scholarships; *State Aid; State Universities; *Student Financial Aid; Tables (Data); Technical Institutes; *Tuition
IDENTIFIERS- *Georgia; *Tuition Waivers

This report provides information on Georgia's state-funded tuition assistance programs for postsecondary students. It notes that state-funded tuition assistance is available to students attending public and private postsecondary educational institutions, both in and outside of Georgia. Aid is provided either by awarding scholarships or by waiving tuition. Estimates indicate that in fiscal year 1997, more than 190,000 students received more than $262 million in state-funded tuition assistance. The report also answers specific questions

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Distance Education; Diversity (Student); Educational Practices; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; *Information Technology; Instructional Design; Leadership; *Teacher Education; *Telecommunications

This proceedings contains the papers presented at SITE 99, the 10th annual international conference of the Society for Information Technology & Teacher Education. Papers are listed under the following headings: "Concepts and Procedures" (24 papers); "Distance Education" (44 papers); "Diversity" (12 papers); "Educational Computing Course" (12 papers); "Educational Leadership" (18 papers); "Faculty Development" (23 papers); "Graduate & Inservice" (34 papers); "Instructional Design" (23 papers); "International" (9 papers); "Mathematics" (18 papers); "New Media" (19 papers); "Preservice Teacher Education" (27 papers); "Reading, Language Arts & Literacy" (14 papers); "Research" (38 papers); "Science" (4 papers); "Simulations" (5 papers); "Social Studies" (4 papers); "Special Needs" (7 papers); "Technology Diffusion" (29 papers); "Telecommunications: Graduate & Inservice" (11 papers); "Telecommunications: Preservice Applications" (9 papers); "Telecommunications: Systems & Services" (15 papers); "Theory" (11 papers); "Young Child" (4 papers). (AEF)

ED 432 215   IR 019 585

Berg, Craig A.
Software To Facilitate Collaborative Inquiry and On-Line Communities of Learners.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Software; *Cooperative Learning; Elementary Secondary Education; Inquiry; Interaction; Learning Strategies; Science Instruction; *World Wide Web
IDENTIFIERS- *Collaborative Inquiry; *Learning Communities; Web Sites

This paper focuses on using the Internet for instruction in terms of World Wide Web-based software that project organizers or participants can use to facilitate a richer collaboration when using the Internet for inquiry lessons and that facilitates the process of developing on-line communities of learners. Knowing the potential use and strengths of this software enhances the knowledge of techniques and tools for those who wish to facilitate or participate in Internet-based instruction or an Internet-based community of learners. The following topics are discussed: (1) expected outcomes of using the Internet for instruction, including exemplary science instruction, Internet-based collaborative inquiry, and communities of learners; (2) software to promote collaborative inquiry or communities of learners; and (3) two Web-based project components and the "Forum" and "Links" software used to facilitate these processes, i.e., organizing and facilitating student-student or teacher-teacher interactions, and locating and using Web sites requiring research using the World Wide Web, offering online courses, and integrating computer usage into many courses. Universities seldom stop to determine if required competencies exist uniformly across all students. Literature has shown that computer access and integration of computers into curricula have been significantly lower in student populations from ethnic minorities in K-12 public schools. This study looks at access and utilization issues of students at an urban university across students of many different ethnicities to determine if discrepancies persist at the university level. Findings in the following areas are discussed: computer skills and training; computer access--hardware; computer access--software; computer access--Internet/e-mail; current computer use; classroom computer use; and computer perspectives. Based on the findings, several changes are recommended that will expand computer ownership, training, support, and modeling of professional use of computers. (Contains numerous references.) (Author/AEF)

ED 432 235 IR 019 605

Flanagan, Mary
Practicing Stereotypes: Exploring Gender Stereotypes Online.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Females; Higher Education; Information Technology; *Internet; *Interpersonal Communication; Online Systems; *Sex Bias; Sex Role; *Sex Stereotypes
IDENTIFIERS- Gender Issues; State University of New York Buffalo

Eliminating gender imbalances online should be possible with the ability to mask identity and move in worlds anonymously. If almost half of Internet participants are women, what is happening in the social realm of online space in relation to these numbers? This paper shows how a course at the State University of New York at Buffalo called "Gender and Technology" introduced students to online chat and from there evolved into a larger study involving online avatar representation, chat, and gender. Language, time of day, and avatar representation are examined for their significance in creating gender stereotypes. (Contains 5 figures and 17 references.) (Author/AEF)

ED 432 236 IR 019 606

de Garcia, Barbara Gerner; McGlynn, Deirdre
Beyond the Learning Tool Paradigm: The Computer as a Medium in a Technology Enhanced Multicultural Education Course.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

(150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Course Content; Higher Education; *Instructional Design; *Student Reaction; Teacher Student Relationship; *World Wide Web
IDENTIFIERS- *Online Courses; Web Sites

The use of the World Wide Web for promoting learning provides great potential for both students and faculty. Using both synchronous and asynchronous interactions permits the professors and the students to maximize their time together and utilize their individual learning and presentation skills in a collaborative effort that yields substantial dividends in the form of learning and productivity. This paper focuses on one course, "Reading in Content Areas," that is facilitated through the use of the interactive opportunities provided by the World Wide Web. The specific course components and their use are described, including the syllabus, discussion group, journals, course Web sites, class notes, and Web quests. Course evaluation results are discussed in terms of: development of a community of emergent professionals, instructor development, student-instructor relationships, conversations over time, and frustration. (Author/AEF)

ED 432 257 IR 019 627

Pauline, Ronald F.
Design Your Own Instructional Software: It's Easy.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Instruction; Computer Graphics; *Computer Software Development; Educational Technology; Elementary Secondary Education; *Hypermedia; Instructional Innovation; Instructional Materials; Material Development; Multimedia Materials; *Programming; Screen Design (Computers)
IDENTIFIERS- *HyperCard

Computer Assisted Instruction (CAI) is, quite simply, an instance in which instructional content activities are delivered via a computer. Many commercially-available software programs, although excellent programs, may not be acceptable for each individual teacher's classroom. One way to insure that software is not only acceptable but also targets a teacher's class in a specific way, is for instructors to design their own software. The HyperCard authoring system is a computer program that enables teachers, even those with minimal programming ability, to easily design their own hypermedia software programs for use in individualized situations. Teachers now have an easy method to teach, drill, remediate, or even test individual classes or students by designing software that targets these classes or individuals. This paper discusses setting up to design or create a software program; designing the software; adding buttons, fields and graphics to the stack/program; and scripting in HyperCard. (Author/AEF)

ED 432 258 IR 019 628

Schnorr, Donna; Bracken, Nicole; Hazari, Sunil

Programs; Elementary Secondary Education; Higher Education; Learning Activities; material Development; *Mentors; Preservice Teacher Education; Teacher Developed Materials; Teaching Methods; Teleconferencing; World Wide Web
IDENTIFIERS- Web Sites

This telementoring project paired 23 preservice teachers and 13 inservice teachers in an idea exchange and in curriculum materials development. After an initial introductory e-mail exchange, pairs identified a topic for a thematic unit or a literature focus unit that the classroom teacher was currently teaching or developing for the future. Online activities continued throughout the semester related to the chosen unit; e-mail, the netWorkPlace discussion area, and a World Wide Web site were utilized. Data were collected using questionnaires, interviews, e-mail exchanges, and netWorkPlace interactions. Findings include the benefits to both teachers and preservice teachers and suggestions for developing a successful telementoring exchange. Suggestions for further research are also included. (Author/AEF)

ED 432 278 IR 019 648

Gerard, Fabienne; Greene, Martina; Widener, Jamey
Using SMART Board in Foreign Language Classes.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Interfaces; Computer Software; Computer Software Evaluation; *Display Aids; Educational Technology; Instructional Effectiveness; Interaction; Intermediate Grades; Learning Activities; Learning Processes; *Second Language Instruction; *Second Language Learning; Secondary Education; Student Motivation
IDENTIFIERS- *Electronic Whiteboards

This descriptive study investigates the uses of SMART Board, an interactive electronic whiteboard, in secondary school foreign language classes. The paper first discusses how SMART Board can facilitate the teaching process. SMART Board supports the foreign language teaching process in three main ways: it helps the presentation of new linguistic and cultural elements; it supports interaction with the class; and it promotes the teacher's organizational skills. The second part is dedicated to a more detailed analysis of the various uses of SMART Board from the point of view of the student. Activities support the learning process in terms of oral skills, the cognitive process, and students' motivation and emulation. Finally, the weaknesses of this tool are identified. This study may show the potential value of this tool in foreign language acquisition. (Contains 17 references.) (Author/AEF)

ED 432 279 IR 019 649

Hill, Margaret H.; Stephens, Liz C.
David's Story: How Technology Helped a Severely Disabled Learner Read and Write.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio,

technological innovations, teacher development, and teacher acceptance of computer technology can be overlaid to give a multidimensional view of the complexities of the demands that will be placed on the collaborative. The facets of initiating change in a school environment must be considered beforehand and continually revisited throughout the implementation period. Finally, each presentation of the collaborative needs to be planned in light of research on successful professional development for educators and respect for their unique needs as adult learners. Consideration of these three areas may diminish the opportunities for university faculty to take pratfalls in the collaborative ventures with K-12 schools. (MES)

ED 432 299   IR 019 669

Majdalani, Mona C.; Hollon, Robert E.; McIntyre, Susan R.
The Virtual Learning Technology Community: Creating and Sustaining Professional Development for K-16 Learning Communities.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Development; Computer Uses in Education; *Consortia; Distance Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; Mentors; Models; Partnerships in Education; Program Evaluation; Rural Areas; Teacher Surveys
IDENTIFIERS- Technology Utilization; University of Wisconsin; *Virtual Communities

Two years ago, the University of Wisconsin system, the state legislature, and a number of businesses combined resources and provided funds to support regional and local projects to develop self-sustaining professional development models. Through a grant from the University of Wisconsin Extension PK-16 Initiative, a regional consortium of preservice teachers, K-12 educators, Cooperative Education Service Agencies' staff, and university teacher educators was established. The grant is in its second year and was redesigned to meet the needs of a broader range of K-12 teachers, preservice teachers, and teacher educators. This paper discusses the historical context of the Virtual Learning Technology Community (VLTC) project, supporting staff development in rural schools in through virtual communities, and evaluation of the VLTC. (Author/MES)

ED 432 300   IR 019 670

Snider, Sharla L.; Gershner, Vera T.
Beginning the Change Process: Teacher Stages of Concern and Levels of Internet Use in Curriculum Design and Delivery in One Middle and High School Setting.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

regionalism trends in economic development. The reality of higher education for the future will be to educate for competencies and certifications of ability to perform. While technology must be embraced for its ability to deliver instruction over distance, it must not replace the emphasis on fundamental education. North Carolina must increase its workforce development efforts, working hand-in-hand with industry to turn change into opportunity by adding updated skills to the maturity, experience, and strong work ethic of displaced and underemployed workers. Regionalism places a premium on workforce development as a strategic economic development asset. If the community college of tomorrow is to continue to play its role as the preeminent institution for not only educational opportunity, but also economic development, it will be because of enlightened leaders. (VWC)

ED 432 320   JC 990 446

Lancaster, H. Martin
Speech to the North Carolina Association of Community College Trustees Law Conference.
PUB DATE- 99
NOTE- 11p.; Speech presented at the North Carolina Association of Community College Trustees Law Conference (February 7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Computer Uses in Education; *Economic Development; Educational Change; *Educational Technology; Educational Trends; Elementary Secondary Education; Higher Education; *Labor Force Development; *Long Range Planning; Partnerships in Education
IDENTIFIERS- *North Carolina Community College System

This speech discusses the role of community colleges in meeting three huge challenges to North Carolina in the immediate future: (1) responding to demand for dramatic improvements in the public schools; (2) finding effective, affordable ways to educate the echo boomers; and (3) helping create a workforce that can cope with the continuing reality of change in the workplace. This potential growth is a challenge, but can also be a tremendous opportunity. Economic change must start off in the workforce with better skills than those of decades ago, and those skills must improve every day just to keep up. North Carolina community colleges must support an economic future for all North Carolinians. Ensuring that North Carolina's citizens have the skills to participate in the information technology economy is the most important challenge that the State faces in the coming years. The real challenge is in rethinking partnerships through which instruction is delivered at every stage of the learning process. However, technology skill must not replace the emphasis on fundamental education. College leaders must "think globally, act locally." (VWC)

ED 432 321   JC 990 447

Department Operations Plans, 1997-2003, Community College System.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; Classification; *Community Colleges; Credentials; *Educational Certificates; Program Descriptions; Standards; *Student Needs; Two Year Colleges
IDENTIFIERS- Academic Senate for California Community Colleges; *California Community Colleges

This proposal is intended to provide the California Community College system with a means by which to better serve student needs and enhance the ability of the Chancellor's Office to record and report the many different certificates that are awarded by California's community colleges. This proposal is designed to provide the Chancellor's office with a simple classification for awards that will allow for much more complete reporting of certificates than exists presently. The proposal is divided into two major sections: Chancellor's Office Approved Career Certificate Programs and Locally Approved Certificate Programs. Both areas include a description of program features and the approval process. For the programs approved by the Chancellor's office, certificates may be awarded for any number of credit or noncredit hours; credit programs of 18 or more units require the approval of the Chancellor's office, and Career Certificates must meet certain criteria and be approved by the governing board. Locally approved certificate programs may consist of one or more courses of less than 18 credit units or equivalent noncredit hours that lead to an occupationally relevant set of skills, and proposed programs must be approved by discipline faculty. A table on the last page of the proposal outlines the differences between the Career Certificates and the Local Certificates. (JJL)

ED 432 340 JC 990 470

Strategic Plan, 1999-2001.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Planning; Educational Technology; *Institutional Mission; Job Training; *Labor Force Development; Lifelong Learning; Organizational Objectives; *School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document is the result of a six-month process of obtaining input from a variety of community college stakeholders in North Carolina to help determine a direction for the state's 59 community colleges. Several hundred people were involved in developing these strategic initiatives, goals, and objectives. There are two main sections in the report: (1) planning assumptions, which include the areas of education and training, economic, demographic, political, social, and technology; and (2) the strategic initiatives of the North Carolina Community College System, which comprise five major areas--training the workforce for emerging jobs and a changing workplace, serving the lifelong learning needs of diverse populations, promoting quality and flexible programs and services, procuring and allocating essential resources for the system, and leveraging the power of technology. Within these five major areas are 15

Law and policy regarding vocational education and training (VET) in Australia was systematically examined to explore these three hypotheses: (1) Australian law and policy on VET have not evolved in a systematic manner; (2) they also do not provide a coherent and internally consistent program for VET in Australia; and (3) they do not provide adequate guidance for people working in VET. Four conceptual criteria--transparency; completeness; coherence; and consistency--were used to explore the hypotheses. The link between the legislative framework of VET and labor market conditions was also examined. The study included an extensive literature review; preparation of an historical overview of VET law and policy; textual analysis of the law and policy regarding VET; and interviews with numerous VET practitioners and administrators. Special attention was paid to historical development of the regulatory framework of VET in Australia and VET policy in 1992-1998. The study established that law and policy regarding VET in Australia have indeed developed systematically, with the underlying theme of the development in the 20th century being the need to develop the national economy and provide an appropriately skilled labor force. Given the Australian constitutional context, the study found that federal, state, and territory policies and laws regarding VET probably work as completely, consistently, and coherently as the Australia federal structure allows. (Contains 234 references) (MN)

ED 431 878   CE 078 813

Robinson, Chris, Ed.; Arthy, Kareena, Ed.
Lifelong Learning: Developing a Training Culture. Papers Presented at the Concurrent Sessions on Research into a Training Culture at the Conference, "Creating Our Future: A New Training Culture for Australia" (Brisbane, Australia, August 1998).
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Attitude Change; Economic Change; *Education Work Relationship; Educational Attitudes; *Educational Environment; Educational Finance; Educational Needs; Educational Research; Employer Attitudes; Financial Support; Foreign Countries; Industry; Job Training; *Lifelong Learning; Organizational Climate; Postsecondary Education; Relevance (Education); *School Business Relationship; Small Businesses; Training Objectives; *Vocational Education; Work Environment
IDENTIFIERS- *Australia

This book contains seven papers from a conference on lifelong learning and creation of a new training culture for Australia. "Promoting a Training Culture in Industry" (Chris Robinson) discusses the extent to which a training culture exists in Australia. The results of a 1997 survey of Australian employers' satisfaction with vocational education and training (VET) are discussed in "Employers' Perceptions of Training and the Way Forward" (Paul Fairweather). "The Relevance of a Training Culture to Small Business in Australia" (Jennifer Gibb) summarizes what recent research on VET has concluded about small businesses' need for and commitment to training. "Research and a Training Culture: Implications for Large and Small Businesses" (Rod McDonald) focuses on the idea of a list of 12 relevant publications and the interview questions. English and French versions of the report are included. (MN)

ED 431 896 CE 078 869

Models of Community Learning Networks in Canada = Modeles de reseaux d'apprentissage communautaires au Canada.
PUB DATE- 98
NOTE- 230p.; Report prepared by New Economy Development Group, Inc.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Community Education; Computer Uses in Education; Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Government School Relationship; Information Networks; *Lifelong Learning; Literature Reviews; Models; National Surveys; Public Policy; Rural Areas; Rural Education; Trend Analysis
IDENTIFIERS- *Canada; *Community Learning Networks

Canada-based community learning networks (CLNs) were examined to provide an operational definition of CLNs, design a framework for their review and analysis, and identify best practices in CLNs. Data were collected from three sources: interviews with 16 key stakeholders in CLNs, literature review, and case studies of five Canadian CLNs. The literature review underscored the potential of computer and networking technology as tools to rebuild and mobilize communities, particularly in rural or isolated areas. In the absence of a widely accepted definition of CLNs, a working definition was adopted that favors community-based and community-controlled CLNs. A framework for analyzing the nature of CLNs was proposed that focuses on interaction between four elements: community, network, learning, and technology. The case studies established the importance of creating effective collaborative partnerships in establishing and operating CLNs and the usefulness of technology as a tool for mobilizing broad cross-sections of people. Lack of continuity in government investment was a concern for most projects studied. (Appended are the following: list of contacts and organizations; key persons and case study interview guides; 60 references; and survey of literature and documentation. English and French versions of the report are included.) (MN)

ED 431 897 CE 078 875

New Learning Technologies and Media in Quebec: Profile and Positioning of the Main Stakeholders = Portrait et positionnement des intervenants en nouvelles technologies et nouveaux medias d'apprentissage au Quebec.
PUB DATE- 98
NOTE- 430p.; Report prepared by Groupe Comunicom.
LANGUAGE- English; French
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Agency Role; Education Work Relationship; *Educational Media; *Educational Technology; *Educational Trends; Foreign Countries; Information Technology; Instructional Materials; Internet; Lifelong Learning; Literature Reviews; *Material Development; School Business Relationship; Trend Analysis
IDENTIFIERS- *Quebec

IDENTIFIERS- *Great Britain

By 2011, 53 percent of the total population in Great Britain will be aged over 45; however, in recent years the proportion of labor market participants over 50 has declined significantly. Older workers have access to fewer training and development opportunities at work but are less likely to take short-term sickness absence and more likely to be committed to their work. Social contact and financial constraints can be particularly important reasons for them to work. Employers perceive older workers as knowledgeable, experienced, reliable, stable, thoughtful about the business, and having good interpersonal and customer service skills. Examples of good practice in older worker recruitment are as follows: removing age limits in job advertisements; equal opportunities statements on age; competency-based recruitment; avoidance of unintentional discrimination; and strategies to target older workers and make work more attractive to older workers. Employers have developed policies and practices likely to benefit older workers: support for careers of older people such as flexible working arrangements, advice, and support; training; benefits such as health screening, associations for older workers, and consideration of physical working conditions; gradual or phased retirement; support and advice to prepare for retirement; and postretirement contact and benefits. (Contains 41 references.) (YLB)

ED 431 914   CE 078 929

Hughes, Katherine L.

Employer Recruitment Is Not the Problem: A Study of School-to-Work Transition Programs.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Spencer Foundation, Chicago, IL.; National Center for Research in Vocational Education, Berkeley, CA.

PUB DATE- 98

NOTE- 54p.; For the IEE Brief, see ED 428 261.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Development; *Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; Employment Opportunities; Federal Legislation; High Schools; Parent Attitudes; *Program Effectiveness; *Recruitment; *School Business Relationship; *Student Attitudes

IDENTIFIERS- School to Work Opportunities Act 1994

Since the School-to-Work Opportunities Act was passed in 1994, there has been debate over whether sufficient numbers of employers can be recruited, in order to create a national school-to-work system with the substantial work-based learning component the legislation calls for. Recent research on the question has had mixed results. In order to obtain more information, a 3-year research project focused on the question. Field work was conducted at 12 school-to-work programs. The study found that many employers are being recruited successfully; in fact, the recruitment and retention of employer partners was not the primary barrier in the implementation of the programs studied. Rather, student recruitment and parent, teacher, and counselor buy-in were all found to be significant obstacles interrelated with the problem of employer participation. There appear to be trade-offs between employer participation, student demand, and program quality. In addition, employer motivations for participation are rarely pure but are mixed and can change over time. The study concluded that employer participation cannot be studied certification. It is argued that the AHRD should be cautious, especially during those stages of certification that involve product evaluation and endorsement. The second paper, "Human Resource Development Certification: A Strategy for Leading the HRD Profession through Research" (Catherine M. Sleezer, Dale E. Kunneman), presents a strategy for enacting the AHRD vision by developing and implementing certification. Special attention is paid to the following three topics: (1) ways certification and consumer report information from other fields can be applied to HRD; (2) measurement issues relevant to certification (reliability, validity, relevance, feasibility); and (3) the benefits of AHRD certification of HRD professionals, products, and programs. (MN)

ED 431 933 CE 078 965

Adult Learning in the Workplace.
PUB DATE- 99
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Comparative Analysis; Curiosity; *Education Work Relationship; Employee Attitudes; Foreign Countries; Holistic Approach; Job Satisfaction; *Labor Force Development; Learning Processes; Models; Small Businesses
IDENTIFIERS- Malaysia; United States

This document contains four symposium papers on adult learning in the workplace. "The Relationship between Workplace Learning and Employee Satisfaction in Small Businesses" (Robert W. Rowden, Shamsuddin Ahmad) reports the results of a study of the nature and extent of HRD, level of job satisfaction among workers, and correlation between HRD activities and job satisfaction at small and midsize businesses in the United States and Malaysia. "Reframing the Andragogical Model of Adult Learning" (Elwood F. Holton III, Richard A. Swanson) examines the traditional model of andragogy and presents an expanded model, called Andragogy in Practice, that includes consideration for factors such as the following: individual learner differences, situational differences, and goals and purposes of learning. "A Holistic Model of Knowledge and Adult Learning" (Baiyin Yang) proposes a holistic theory of knowledge and learning according to which knowledge consists of three indivisible facets (explicit, implicit, and emancipatory) whose dynamic interrelationships must be considered when seeking to gain a better understanding of different learning modes. "The Nature of Adult Workplace Curiosity" (Thomas G. Reio, Jr.) reports on a study of 233 adults who completed four well-known curiosity instruments. (MN)

ED 431 934 CE 078 966

Advances in Distance Learning.
PUB DATE- 99
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Johnson et al. (2-4) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Comparative Analysis;

IDENTIFIERS- Experts; Kenya; *Play Theory

These three papers are from a symposium on new perspectives in human resource development (HRD). "Developing an Instrument to Measure the Use of Play-Based Training Methods in Healthcare Education" (Rebecca J. Adams, Karen E. Watkins, Tom Valentine) reports preliminary findings from a pilot study that tested data collection procedures and the instrument's adequacy. It describes use of a survey of healthcare educators to establish reliability and validity and the development of emerging norms for each scale. "HRD and Economic Development: A Mega Level Research Agenda" (Suhail S. Zidan) presents an initial conceptual framework for a research agenda at the mega (societal) level with particular emphasis on the role of the state and the multinational enterprise in the national economic development process in developing countries. "Improving Technical Training: The Effectiveness of Technical Subject Matter Experts as Trainers" (Saundra Wall Williams) reports on a study to determine if subject matter experts (SMEs) who deliver technical training perceive that they possess the required level of proficiency for the instructor/facilitator competencies. It finds three variables that are germane to trainer effectiveness---experience, formal education, and professional preparation--and that not all of the indicated variables do not have a perceived impact on trainer effectiveness. (YLB)

ED 431 952 CE 078 984

Integrating Learning and Performance.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Education Work Relationship; Foreign Countries; *Job Performance; Job Skills; *Job Training; *Labor Force Development; Management Development; Needs Assessment; Organizational Development; Performance; Role of Education; Skill Development; Success
IDENTIFIERS- Management Charter Initiative (United Kingdom); United Kingdom; Wisconsin

These four papers are from a symposium on integrating learning and performance. "Identifying the Skill Requirements and Performance Needs of Small Manufacturers" (Julie A. Furst-Bowe) reports a survey to identify needs of small manufacturers in northwestern Wisconsin and to determine whether a university-based performance improvement center would assist them in meeting those needs. "The Relationship of Learning and Performance Improvement at Different System Levels" (Richard J. Torraco) examines learning and performance improvement as separate constructs and as complementary elements in organization systems. It uses a four-level systems model (individual, function, process, mission) to examine changes in the relationship between learning and performance improvement at different levels of the model. "Historical Antecedents Shaping the Terms of Performance and Learning and Their Relationship in Human Resource Development (HRD): An Exploratory Study" (John A. Henschke) explores whether HRD's key ingredient is performance or learning. It investigates how the meanings evolved historically and are interrelated. The study finds that the two distinct terms together and their relationship within the HRD context are key to HRD. "Developing

Research; Research Methodology; Surveys; Teaching Methods; Test Reliability; Test Validity; *Training Methods; Tutoring; World Wide Web

The first of the four papers in this symposium, "What Is It Like To Be an Independent HRD Consultant?" (Alexander Ardishvili), reports on a phenomenological study that investigated the experience of being an independent HRD (human resource development) consultant through interviews with 10 successful HRD consultants. The study identified eight themes: freedom, flexibility, and control over one's destiny, time, and income; enjoying work; learning and exploring a variety of new things; responsibility; embracing the tenuous nature of things and coping with uncertainty; marketing, partnering, and referrals; working long hours; and focus. "Virtual Learning Communities: Creating Meaning Through Dialogue and Inquiry in Cyberspace" (Judy Milton, Mike Davis, Karen E. Watkins) provides a qualitative analysis of the interactions that occurred within small groups in an asynchronous, web-based distance learning environment, with findings suggesting elements (presented as a model) that contributed to or hindered the development of these groups as learning communities. "Conducting Multilingual Qualitative Research in Human Resource Development: Implications for Validity and Reliability" (Maria Cseh) addresses the question of ensuring the validity and reliability of a qualitative study conducted in more than one language. "An Ethnographic Study of Cross-Cultural Impacts on Tutoring in an Organization" (Lori A. Petersen), portrays one organization's use of tutoring in the Japanese language of a midwestern white male by a Japanese female instructor. (KC)

ED 431 971 CE 079 003

Interpersonal Dynamics in the Workplace.
PUB DATE- 99
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Change Strategies; College Faculty; College Instruction; Economic Development; Educational Needs; Foreign Countries; Graduate Study; Higher Education; Human Resources; *Interpersonal Relationship; *Labor Force Development; Leadership; Lifelong Learning; *On the Job Training; Organizational Change; Quality of Working Life; Teaching Methods; Values; Work Attitudes
IDENTIFIERS- Ghana; Ivory Coast; Senegal

The first of the four papers in this symposium, "Trust and Distrust at Work: Normative and Dyad-exchange Influences on Performance" (C. Ken Weidner, II), proposes a theoretical framework for exploring and understanding trust and distrust in organizations. "Work Culture Adjustment: A Critical Ingredient to Organizational Change" (David J. Pucel) addresses the extent to which desired changes needed to create learning organizations conflict with employee values and attitudes surrounding work roles. "The Moderating Effects of Individualism and Collectivism on HRD Human Resource Development as an Instrument of Modernity" (Carol D. Hansen) challenges the ability of Western-based models of human resource development to make cultural contributions to organizational modernity in developing countries, with examples from Cote d'Ivoire, Ghana, and Senegal. "HRD Faculty as Leaders: The Application of the Full Range Leadership Theory to other counselors. Resource A, "Resources for Building Parent Participation," is a list of contacts for additional information. Resource B is "Suggested Readings." (Contains 12 references.) (MKA)

ED 431 990 CG 029 382

Bradley, Loretta J.; Jarchow, Elaine; Robinson, Beth
All about Sex: The School Counselor's Guide to Handling Tough Adolescent Problems. Practical Skills for Counselors Series.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Counseling Techniques; *Counselor Role; Parent Participation; Pregnancy; Prevention; Resources; *School Counselors; School Policy; Secondary Education; Secondary School Students; *Sexuality; Values; Violence
IDENTIFIERS- Sexual Orientation; Sexually Transmitted Diseases

This book is designed to be used by school counselors to help them respond to sexual issues of adolescence. Chapter 1, "Sexual Stuff: What's a Counselor To Do?" introduces the topic of knowing the boundaries of school policy, parents, values and religion, and confidentiality. A series of case studies are presented and answers common concerns counselors express in dealing with sexual issues. Chapter 2, "Coming of Age: Teenage Sexuality and Sexual Behavior," explores adolescent insecurity, body image, sexuality, dating, identity, sexual orientation, homophobia, and harassment and offers techniques counselors can use to respond to teens' concerns. Chapter 3, "You Are Not Immune: Pregnancy and Sexually Transmitted Diseases," presents a five-step assistance model and activities for parents and students. Chapter 4 "This Isn't Supposed to Happen: Dealing with Sexual Violence," discusses issues of confidentiality, true and false allegations, and a six-step intervention model. Chapter 5, "Dare to Dream," is one counselor's narrative in responding to teens' sexual issues. A resource list of books and suggested movies/video titles is included. (Contains 3 references and additional suggested readings by chapter.) (AVC)

ED 431 991 CG 029 384

Behavioral Initiatives in Broad Perspective.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agencies; *Behavior Problems; Discipline; Educational Environment; Elementary Secondary Education; Evaluation; Internet; Mental Health; Organizations (Groups); Programs; Resources; Schools
IDENTIFIERS- Behavior Management

This booklet is a technical assistance sampler addressing the issues of student misbehavior, discipline problems, and middle grades language arts students who frequently failed to make passing scores in reading comprehension exercises. The program included three specific strategies. The first strategy was to teach the students higher-order thinking and metacognitive skills by using SRA (Science Research Associates) activities, Directed Reading/Thinking Activities, and Question and Answer Relationship strategies. The second strategy was to teach the students decoding by analogy. The third strategy was to use cooperative learning while working on reading comprehension assignments. The goal and expectations were for all the students to improve reading comprehension so that students would make better grades. An analysis of the data revealed that students did improve their reading comprehension skills, but not significantly. Parent involvement was not what was expected. The lack of interest was due to tight schedules, and their perceived inability to help. Contains 31 references. (Author/RS)

ED 432 012 CS 216 775

Freeman, Marcia S.
Modeling an Efficient Peer Conference: Managing the Daily Writing Workshop. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Peer Teaching; Videotape Recordings; *Writing Instruction; *Writing Skills; Writing Strategies; *Writing Workshops

In this video, an educator models efficient peer writing conferences in a third-grade classroom. The video demonstrates peer conferencing at work and its value in the daily writing workshop. An important sharing technique is included in the model. Key concepts are listed and reiterated. The model presented in the video may be used at any grade level. (RS)

ED 432 013 CS 216 784

Jenkins, Carol Brennan; Earle, Alice Altfillisch
When Third Graders Write Letters to College Pen Pals: An Analysis of Genre and Intertextual Understandings.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; College Students; Elementary School Students; Grade 3; Higher Education; *Letters (Correspondence); *Mentors; Primary Education; *Writing Attitudes; *Writing Improvement; Writing Research
IDENTIFIERS- *Pen Pals

A study analyzed 368 letters (179 children letters and 189 adult letters) in order to document children's thinking about the substance of the epistolary genre and to determine the influence of the adult pen pal letters on the children's letters. Students, 19 third graders and 19 college students, were randomly paired as pen pals. Establishing six letter types, a continuum containing these categories was developed: (1) Search and Respond; (2) Question or Parallel; (3) Initiate Conversation; (4) Initiate and Elaborate; (5) Initiate, Elaborate and Share Personal Response; and (6) Acknowledge, This guide provides a conceptual framework and a step-by-step process to help educators implement a comprehensive violence-prevention plan. The plan is presented in four parts: (1) the four problem types; (2) the three supporting actions; (3) the step-by-step process; and (4) references and resources. The four types of problems related to violence prevention--what to do with a student who commits a violent act, how to keep violent students and weapons out of school, how to change the lives of potentially violent students so as to prevent violent incidents in the future, and how to ensure that all students will develop long-lasting, socially acceptable behavior--are all detailed, accompanied by suggested practices designed to solve each type of problem. Three supporting actions to foster the plan are also detailed: identify and institute policies, regulations, and contracts; initiate inservice programs for school personnel and others; and implement strategies for involving parents and the community. The step-by-step process entails organizing a school-safety committee, assessing the problems of violence, identifying existing policies, and using an assessment instrument. The assessment instrument, along with an overall priority-ranking form and planning worksheet, are provided in an appendix. (RJM)

ED 432 033 EA 029 887

Paglin, Catherine; Fager, Jennifer
Grade Configuration: Who Goes Where? By Request Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Program Divisions; Program Descriptions; *School Organization; School Restructuring
IDENTIFIERS- *Grade Span Configuration; United States (Northwest)

This booklet is the fourth in a series of "hot topic" reports, that address current educational concerns. The booklet examines questions relating to grade configurations, its purpose being to increase awareness and understanding of the issues surrounding grade span. It explores the ways that schools have addressed concerns associated with particular grade spans and suggests avenues for further inquiry. The text focuses on historical trends in grade configuration and the various contexts of grade spans, such as whether a school is in a rural or an urban area. Most research on grade span focuses on the middle grades and addresses such questions as: Which grades should be grouped together in one school? How many grades should be in one school? and How many school transitions will students make during the K-12 years? Some tips for starting a school with a grade span new to a school system are offered, followed by an overview of grade-span considerations. The bulk of the volume describes eight schools' experiences with grade spans, discussing such issues as how the grade span came about and how the schools were structured to meet the needs of the particular grades it contains. (RJM)

ED 432 034 EA 029 897

Kozleski, Elizabeth B.
The Educational Renewal Agenda: A Synthesis of Our Evaluation

Perspective," "Integrated Services: Challenges in Linking Schools, Families, and Communities," "New Demands and Concepts for Educational Accountability: Striving for Results in an Era of Excellence," "Generating and Managing Resources for School Improvement," and "A New Research Paradigm for Understanding (And Improving) Twenty-First Century Schooling." (A name index and a subject index are included.) (RJM)

ED 432 052 EA 029 918

Effective Leaders for Today's Schools: Synthesis of a Policy Forum on Educational Leadership. Perspectives on Education Policy Research. Policy Brief.
PUB DATE- 99
NOTE- 45p.; Forum was held in Washington, DC, January 22-23, 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; *Instructional Leadership; Leadership Responsibility; *Leadership Training; Management Development; Policy Formation; *School Administration

This booklet explores the major issues involved in creating effective leadership for today's schools. It summarizes the deliberations of 43 participants involved in a 2-day forum on educational leadership. Participants included superintendents, principals, and teachers from urban, suburban, and rural school districts, as well as prominent researchers in education leadership, state policymakers, education consultants, professional development specialists, education officials, and others. The forum used a seminar approach in which leading practitioners and researchers made brief presentations that included information about successful schools and districts; the presentations were followed by discussions that focused on select questions, such as What is the definition of an effective leader for today's schools? and Which practices do successful leaders use to improve teaching and learning? The forum found that educational leaders' jobs are changing dramatically and that today's schools demand new kinds of skills and knowledge from leaders, including skills that many current educators have not mastered. Successful districts around the U.S. are testing new models of leadership that bring together superintendents and others to do cross-role work on improving instruction. Some newer, effective models for professional development give people practical opportunities to build instructional leadership and other important skills in real school contexts. Contains a list of participants. (RJM)

ED 432 053 EA 029 919

Overview of Public Elementary and Secondary Schools and Districts: School Year 1997-98. Statistics in Brief.
PUB DATE- 99
NOTE- 14p.; For the same brief covering 1996-97, see ED 426 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *National Surveys; Profiles; *Public Schools; *School Demography; School District Size; School Districts; Statistical Data; Student Characteristics; Tables (Data)

This document provides a synopsis of public-school include: (1) graduated with diploma; (2) graduated with certificate of completion; (3) reached maximum age, i.e., 21 years old; and (4) dropped out. Overall, the report indicates that an expected 7115 students will graduate with a diploma, 175 will graduate with a certificate of completion, 518 will reach maximum age, and 2980 will drop out. (DB)

ED 432 073 EC 307 275

Performance Report of Educational and Vocational Services and Results for Individuals with Disabilities, 1996-1997.
PUB DATE- 98
NOTE- 525p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Intervention; Educational Change; *Educational Legislation; Educational Trends; Elementary Secondary Education; Federal Legislation; Federal State Relationship; Inclusive Schools; *Special Education; State Federal Aid; Strategic Planning; Tables (Data); Trend Analysis; *Vocational Rehabilitation
IDENTIFIERS- *Individuals with Disabilities Education Act; *New York

This New York report complies with the requirements that states document performance of educational and vocational services funded under the federal Individuals with Disabilities Education Act. The report is based on New York's strategic plan of goals and objectives and presents data and analyses which indicate current status and trends. Positive trends include: more inclusion of students in general education programs; high participation and improved performance of students with disabilities in state assessments; improving percentages of students with disabilities who graduate; and an increasing percentage of students with disabilities who enroll in higher education. Trends indicating areas of need include improved student proficiency in reading and mathematics, and the need to increase access to Regents-level instruction and examinations. Individual sections of the report present tables, graphs, and analysis concerning: (1) the early intervention program, (2) the preschool grant program, (3) the state grant program, (4) stage agency and state-operated/supported programs, (5) the vocational rehabilitation program, and (6) the strategic plan. Six appendices provide detailed data for individual school districts concerning students exiting special education, student participation in state assessments, and student numbers and disability classifications as well as a glossary of abbreviations and terms. (DB)

ED 432 074 EC 307 276

deFosset, Shelley, Ed.
Section 619 Profile. 9th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Agency Cooperation; Classification; *Disabilities; *Early Intervention;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Career Education; Education Work Relationship; Employment Potential; *Housing; *Independent Living; Interpersonal Competence; Job Skills; Job Training; Recreational Activities; Secondary Education; Skill Development; Supported Employment; *Transitional Programs; *Transportation; *Visual Impairments

Part of a series that provides practical resources to transition personnel on topics essential to the process of preparing individuals with disabilities for adulthood, this manual focuses on transition issues related to students with visual impairments. Chapter 1 discusses the nature of visual impairment and reactions to visual impairment. Chapter 2 discuses skill development in three critical areas for individuals with visual impairments who are entering an adult world: basic skills, thinking skills, and personal qualities. The following chapter explores housing considerations for young adults with visual disabilities, different types of housing, and strategies for teaching independent living skills. Transportation issues are addressed in Chapter 4 and necessary skills in decision making and social interaction are reviewed. Chapter 5 provides specific strategies for training young people with visual impairments in critical preemployment skills and in on-the-job skills. Career advancement issues are also discussed. The final two chapters discuss leisure and recreational issues, including the social and interpersonal skills that students with visual impairments should master, consumer group activities, and community-based groups and individual options. An appendix includes a list of relevant resource organizations for individuals with visual impairments. (Contains 40 references.) (CR)

ED 432 092 EC 307 297

Wehmeyer, Michael L.; Morningstar, Mary; Husted, Doris
Family Involvement in Transition Planning and Implementation. PRO-ED Series on Transition.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Disabilities; Education Work Relationship; Educational Planning; *Family Involvement; Family Life; *Family School Relationship; Family Structure; *Individualized Education Programs; *Parent Participation; Parent Responsibility; Parent Student Relationship; Parent Teacher Cooperation; Program Implementation; Secondary Education; Siblings; Teacher Responsibility; Teamwork; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

Part of a series designed to provide practical resources on topics essential to the process of preparing individuals with disabilities for adulthood, this manual focuses on family involvement in transition planning and implementation. Chapter 1, "Overview and Introduction," discusses the history of family involvement in education, and the potential benefits and schools, moderate acceleration, radical acceleration, advanced placement, fast-paced courses, or concurrent or dual enrollment. Results found that Iowa school districts are using the following flexible programming techniques: early entrance (20.5 percent), advanced placement (40.9 percent), concurrent enrollment (55 percent), fast-paced courses (12.9 percent), continuous progress (27.5 percent), moderate acceleration (46.2 percent), and radical acceleration (17.5 percent). Except for enrichment in the regular classroom, part-time special classes, concurrent or dual enrollment, and independent study, findings indicated that not even half of the Iowa school districts are providing adequate programs for their gifted students. This 1997 study is compared to a 1990 study by the same person. Several recommendations are made for enhancing gifted programming and include: (1) providing flexible programs; (2) consolidating school districts to enable schools to provide gifted educational programs; (3) setting special requirements for teachers in gifted programs; and (4) providing and funding inservice programs for teachers in gifted programs. (Contains 23 references.) (CR)

ED 432 111   EC 307 316

Dyslexia and Related Disorders: Texas State Law, State Board of Education Rule and the Revised Procedures Concerning Dyslexia.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Data Collection; *Disability Identification; *Dyslexia; *Educational Legislation; Educational Strategies; Elementary Secondary Education; Federal Legislation; Intervention; Reading Difficulties; Remedial Instruction; Special Education; State Programs; *State Regulation; Student Evaluation; *Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); *Testing Accommodations (Disabilities); *Texas

This guide contains the recently revised 1998 Texas procedures concerning dyslexia and related disorders and provides school districts and parents with additional information on the state's dyslexia law and its relationship to the federal laws, Section 540 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. The revised procedures concerning dyslexia outline a process for determining whether students may have reading difficulties and, if so, whether the difficulties may be due to dyslexia. The data gathering and remedial strategies sections contain screening and remediation measures for all types of reading difficulties. The intervention options section describes actions to be taken for students who display common reading difficulties that can be corrected with remedial programs. The section relating to identification and placement describes the first part of the identification and placement process in which specific procedures are implemented to determine whether a student has dyslexia. Information is also provided on testing accommodations for students with reading difficulties for the Texas Assessment of Academic Skills Test. A section containing frequently asked questions and answers about procedures for students with dyslexia and a listing of the dyslexia contact

Issues" (Jennifer E. Staben); and "Learning Strategies and Styles" (Aimee York). (MSE)

ED 432 133 FL 025 891

Masters, Peter, Ed.; Brinton, Donna M., Ed.
New Ways in English for Specific Purposes. New Ways in TESOL Series II: Innovative Classroom Techniques.
PUB DATE- 98
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Business Communication; Class Activities; Classroom Techniques; Economics; *English for Academic Purposes; *English for Science and Technology; *English for Special Purposes; *English (Second Language); Foreign Countries; Graphic Arts; Higher Education; Legal Education (Professions); Second Language Instruction; *Vocational English (Second Language)

The collection of activities for use in teaching English for Specific Purposes (ESP) includes the contributions of teachers in 14 countries and is divided into these categories: general English for specific purposes; English for academic purposes; English for art and design; English for business and economics; English for legal purposes; English for science and technology; and English for vocational purposes. Each activity specifies instructional levels, goals or aims, estimated preparation and class time needed, and resources required. This information is followed by a summary of the activity and step-by-step teacher procedures, additional suggestions or tips, and a list of references and further reading, and appendices containing classroom handouts or supplementary materials. (MSE)

ED 432 134 FL 025 892

Saunders, William; O'Brien, Gisela; Lennon, Deborah; McLean, Jerry
Successful Transition into Mainstream English: Effective Strategies for Studying Literature. Educational Practice Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Elementary Education; *English (Second Language); *Limited English Speaking; *Literature Appreciation; Program Descriptions; Program Effectiveness; Second Language Instruction; *Transitional Programs

This report describes a multi-year transitional program designed to move limited-English-speakers in the elementary grades into mainstream classroom instruction, focusing on the study of literature as a central strategy. The program is designed to challenge students academically, be comprehensive, provide continuity, and build explicit connections between students' existing knowledge and experiences and the academic curriculum. An overview of the program's design is given, and instructional components and strategies of the language arts program are

A study examined the shift from standard spoken Japanese to dialect and compared it to the shift from formal to informal forms, within the context of several theories of code-switching and style-shifting. A five-minute segment was taken from a 30-minute conversation between three female native Japanese-speakers, all familiar with the Osaka dialect. The conversation was analyzed for use of the Osaka dialect (Osaka-ben), although the conversation was generally in the more standard "hyojungo." Contexts in which the dialect was used and impressions or implications created by its use are examined. It is concluded that Osaka-ben was used by the speakers when showing concern for each other, making corrections, and adding a sudden thought. In each case, the reasons for shifting to the dialect was the same as that for shifting from formal to informal usage, as explained by three theories. (Contains 8 references.) (MSE)

ED 432 155 FL 025 916

Bridger, M. Ann
Direct Teacher Response through Computer-Assisted Modeling: The Example of Introducing Academic Discourse.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Computer Assisted Instruction; *English for Academic Purposes; *English (Second Language); Higher Education; *Revision (Written Composition); Second Language Instruction; *Writing Instruction
IDENTIFIERS- *Academic Discourse

The discussion looks at techniques for communicating effectively with students of English for academic purposes during classroom revision of written compositions. The approach highlighted is to use a word processor projected in the classroom that "sideshadows" comments to the original text. The original text is left untouched while projected in front of the class, and a new text is typed alongside the original during classroom discussion while the original is probed for ideas, structures, and meanings that can be enhanced or expanded upon. A sample text is used for illustration of the classroom process. (Contains 6 references.) (MSE)

ED 432 156 FL 025 917

Garrott, Carl L.
Resistance Strategies in the University Spanish Classroom.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Classroom Communication; Classroom Environment; College Instruction; College Students; Higher Education; *Resistance (Psychology); Second Language Learning; *Second Languages; *Spanish; *Student Behavior

A study investigated the different kinds of resistance techniques used by students in the college Spanish language classroom.

courses. A copy of the questionnaire is included. (Contains 23 references.) (MDM)

ED 432 176 HE 032 148

Porter, Stephen R.
The Robustness of the "Graduation Rate Performance" Indicators Used in the "U.S. News and World Report" College Rankings.
PUB DATE- 99
NOTE- 36p.; Paper presented at the AIR-CASE Conference (2nd, Washington, DC, March 29-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduation; Higher Education; *Models; *Performance Factors; Predictor Variables; *Rating Scales; *Statistical Analysis; *Universities
IDENTIFIERS- *AIR Forum; Graduation Rates; Performance Indicators; *U S News and World Report

This study examined the robustness of the "U.S. News and World Report" graduation rate performance indicator used in the magazine's college rankings. The graduation rate performance indicator is calculated as the difference between an institution's actual graduation rate and its predicted graduation rate, and is based on a linear regression equation controlling for student aptitude and institutional expenditures. Data were obtained for 198 of the 218 national universities used in the magazine's 1999 rankings. It was found that changes in the sample and variable definitions could cause the predicted graduation rate for an institution to fluctuate by plus or minus two percentage points. More refined model specifications reduced the number of institutions with extreme performance differences and could actually change the ranking of an institution from under-performance to over-performance, or vice versa. The use of confidence intervals for predicted graduation rates revealed that only about 5 percent of the institutions in the study had predicted graduation rates that differed significantly from their actual graduation rates. (Contains 34 references.) (MDM)

ED 432 177 HE 032 149

Interim Budget Plan.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Federal Legislation; Grants; Higher Education; Performance Factors; *Program Budgeting; *Public Agencies; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV; *Office of Student Financial Assistance

This report provides the interim budget plan of the U.S. Department of Education's Office of Student Financial Assistance (OSFA) for fiscal year 2000. It reviews factors influencing OSFA's budget request, including legislative requirements, recent accomplishments, the need to maintain both the Direct Loan and Federal Family Education Loan programs, near-term challenges (such as the improvement of customer service, reduction in the overall cost of delivering student regarding Board of Regents or Department of Technical and Adult Education programs not previously reviewed in the Program Evaluation of Educational Incentive Programs, and defines which dependents of University System of Geogia and Department of Technical and Adult Education employees are eligible to receive free tuition. Two large tables provide detail concerning each of the 19 state-funded tuition assistance award programs and the 15 tuition waiver programs (separated into out-of-state and in-state tuition waivers). Additional tables appended provide data on award dollars and numbers of students, by individual institutions in the state university system, individual technical institutes, or private and out-of-state institutions. (DB)

ED 432 196   HE 032 189

Jarrow, Jane
Understanding the Law To Give Students with Disabilities Full Potential.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; Reprinted from "Opportunity Outlook," the Journal of the Council for Opportunity in Education, Spring 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Accessibility (for Disabled); Civil Rights Legislation; *College Students; *Compliance (Legal); *Disabilities; Educational Legislation; *Federal Legislation; Higher Education; Special Education; Student Rights
IDENTIFIERS- Academic Accommodations (Disabilities); *Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504); TRIO Programs

This paper summarizes information concerning the impact of three pieces of federal legislation on the inclusion of students with disabilities in postsecondary programs, especially those supported by the TRIO program. The paper briefly describes major points of the following laws: (1) the Individuals with Disabilities Education Act (IDEA), which is the basic special education law for K-12; (2) the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability in employment; and (3) Section 504 of the Rehabilitation Act of 1973, which mandates equal access for students with disabilities at institutions with programs receiving federal aid. Specific ways in which TRIO programs can comply with and coordinate their efforts with these legal initiatives are noted, including educating parents regarding the rights of their children with disabilities, a careful distinction between guaranteeing equal access and guaranteeing student success (which is not required), provision of accommodations (such as sign language interpreters, note takers, extended time in testing), and general services (such as adapted housing and transportation). (Contains 11 references.) (DB)

ED 432 197   HE 032 190

Becker, Joan
Partnerships with Families Promote TRIO Student Achievement.

for the collaboration or inquiry process. (Author/AEF)

ED 432 216 IR 019 586

Chambers, Dianne P.; Stacey, Kaye
Authentic Tasks for Authentic Learning: Modes of Interactivity in Multimedia for Undergraduate Teacher Education.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; Cognitive Processes; Computer Assisted Instruction; Computer Software Development; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; Interaction; *Mathematics Instruction; *Multimedia Instruction; *Multimedia Materials; *Preservice Teacher Education; Relevance (Education); Teaching Methods; *Undergraduate Study
IDENTIFIERS- Authentic Materials; University of Melbourne (Australia)

Members of the Department of Science and Mathematics Education at the University of Melbourne, Australia have developed a range of multimedia resources for undergraduate education students that allow the students to participate in authentic tasks that would otherwise be difficult or impossible to arrange for large numbers of students. The multimedia resources are designed to project students into their future role as classroom teachers as it has been observed that those students who do this tend to perform better as they can see the relevance of learning opportunities presented in their studies. Observation of student work using these resources shows deeper thinking and enhanced reflective practices in considering how children think and how classrooms can be managed. The first section of this paper describes three recently developed multimedia resources: "Computers and the K-6 Classroom: Kids Can Do!," "Teaching and Learning about Decimals," and "Teaching and Learning about Whole Numbers." Modes of interactivity are discussed in the second section, including analyzing classroom interactions and classroom management, as well as the advantages of multimedia for making children's thinking an object of study. (Author/AEF)

ED 432 217 IR 019 587

Espinoza, Sue; McKinzie, LeAnn
Online Collaboration: Two Models.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Cooperative Programs; Graduate Study; *Group Activities; Higher Education; Instructional Design; Instructional Innovation; Learning

DESCRIPTORS- Access to Information; *Computer Mediated Communication; *Computer Uses in Education; Constructivism (Learning); Educational Resources; Electronic Libraries; Higher Education; Information Sources; Instructional Design; Learner Controlled Instruction; *Multicultural Education; Resource Materials; World Wide Web

IDENTIFIERS- Gallaudet University DC; *Technology Integration; *Technology Utilization; Web Sites

This paper describes the use of technology by students and their instructor in a course on multicultural education at Gallaudet University (District of Columbia). In the course, Multicultural Foundations of Education, each technology-based course component is designed to satisfy a specific constructivist learning objective. Students engage in online discussions to enhance and reinforce multicultural content learning, explore and develop Internet resources that address a wide spectrum of cultures, and become contributors to a knowledge base accessible worldwide. The instructor uses online libraries for class readings, as well as for resources for students and resources related to multicultural education. The use of technology in a multicultural education course allows students to enact a way of being engaged in the world that is essentially multicultural in spirit. When used consciously to create a more student-centered classroom, it allows the instructor and students to engage in a constructivist approach to teaching and learning. (Author/AEF)

ED 432 237 IR 019 607

Madison, Sandra; Deng, Min; Gifford, James

Creating Gender Equitable Computer Classrooms: A Model Project.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 99

NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Computer Attitudes; *Computer Literacy; *Computer Science Education; Course Evaluation; Equal Education; *Females; High School Students; High Schools; Inservice Teacher Education; Instructional Effectiveness; Pilot Projects; Postsecondary Education; Pretests Posttests; Secondary School Teachers; *Sex Bias; Sex Differences; *Sex Fairness; Teacher Attitudes; Teacher Workshops

IDENTIFIERS- Computer Camps; Computer Users; *Gender Issues

Project FOCAL Point is a multi-strand project designed to increase female participation in the computing sciences. The project targets two crucial groups: high school computing teachers and female high school students. Features include a two-week teacher workshop, a one-week Computer Camp for Young Women, mini-grant projects and a follow-up conference for teacher participants, and listservs for both teacher and student participants. This paper focuses on the teacher participant responses and reactions to the two-week teacher workshop during the project's inaugural (pilot) event. Workshop objectives included: acquaint teachers with gender issues as related to computing; help teachers become aware of unconscious biases they may possess about the culture of computing; introduce teachers to instructional practices known to appeal to women and girls; provide teachers with career information; and provide teachers with technology-related content knowledge

The Goals and Development of an Interactive Web Module for a Teacher Education Course.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Distance Education; Higher Education; Instructional Development; Instructional Material Evaluation; Internet; Online Systems; Student Surveys; *Teacher Education; *World Wide Web
IDENTIFIERS- *Online Courses

The World Wide Web has become a promising medium for delivery of instruction. This paper describes a case study in which the Internet was used to supplement teacher education course instruction via an Interactive Web module. The goals of using such a medium for facilitating teaching and enhancing learning are described as they relate to learning theory. Such goals include improving informal assessment opportunities, increasing study evaluation opportunities, and increasing students' opportunity for inquiry based and project based unit plan construction. The Interactive Web module has been implemented for two years in a teacher education course and has been modified based upon student surveys. This paper also describes the survey results and modifications that were made to the Web Module accordingly. Preliminary research on the use of this Interactive Web module is described as well as plans for future research. (Author)

ED 432 259 IR 019 629

Spector, J. Michael
Teachers as Designers of Collaborative Distance Learning.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Cooperative Learning; *Distance Education; Educational Environment; Educational Principles; Educational Theories; Environmental Education; Higher Education; *Instructional Design; Instructional Materials; Material Development; *Problem Based Learning; Problem Solving

There is an obvious growth in the use of distributed and online learning environments. There is some evidence to believe that collaborative learning environments can be effective, especially when using advanced technology to support learning in and about complex domains. There is also an extensive body of research literature in the areas of situated cognition and problem-based learning that provides a theoretical perspective for the design of such learning environments. What is lacking are intelligent support tools to make it possible for subject experts (teacher-designers) to be more intimately involved in the design and implementation of collaborative distance learning environments. This paper describes such design tools,

TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Cognitive Processes; *Computer Assisted Instruction; Computer Games; Computer Simulation; Educational Technology; Elementary Education; *Hypermedia; Instructional Effectiveness; *Language Acquisition; Language Skills; Learning Theories; Literacy Education; *Reading Instruction; Schemata (Cognition); Skill Development; Talking Books; *Writing Instruction

This case study describes how one autistic learner, an 11-year-old boy, became a co-researcher with university literacy instructors to investigate how hypermedia can help him develop language and literacy skills. Data was collected for one year from video taping, journal notes, interviews with teachers and parents, test scores, and student artifacts of reading and writing samples. Researchers learned that fast-paced behavioral games were a detriment to learning language processes, whereas talking books on CD-ROM, schematic mapping software, and simulations helped the learner to increase reading and writing competencies. The learner's scores doubled every six months in reading and writing. (Contains 17 references.) (Author/AEF)

ED 432 280 IR 019 650

Carlson, Randal D.; Gooden, John S.
Mentoring Pre-Service Teachers for Technology Skills Acquisition.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperating Teachers; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; *Preservice Teacher Education; Preservice Teachers; Skill Development; Student Surveys; Student Teacher Attitudes; *Student Teachers; Tables (Data); Teacher Educators; Teaching Methods; *Teaching Models; Use Studies; Word Processing
IDENTIFIERS- *Technology Integration; *Technology Utilization

There is a great need for increased competency at technology integration by public school teachers. Among the best ways to encourage assimilation of those skills by pre-service teachers is to model the effective use of technology in both college and clinical classrooms. Pre-service teachers (n=410) were surveyed to determine to what degree their professors and supervising teachers were modeling the use of technology. Questions investigated their perceptions of: utilization of 12 different technologies, i.e., word processing, spreadsheet, database, desktop publishing, electronic presentations, the World Wide Web, e-mail, Galileo (a state-wide database), videodisc, satellite television, a statewide two-way distance learning technology, and Channel 1; and modeling of technology skills by undergraduate teacher program instructors in the areas of core classes, professional education classes, and specialized content for teaching classes. The only technology that was used consistently was word processing. This confirms previous research which showed that word processing is the only classroom technology that educators are comfortable using.

DESCRIPTORS- *Attitude Change; *Behavior Change; Computer Attitudes; Computer Uses in Education; *Curriculum Development; Educational Technology; High Schools; Instructional Design; Instructional Innovation; *Internet; Listservs; Middle Schools; Research Design; Rural Areas; *Teacher Attitudes; *Teacher Behavior; Teacher Surveys; Use Studies
IDENTIFIERS- *Stages of Concern; Stages of Concern Questionnaire; Technology Integration; Technology Utilization; Texas

This progress report delineates processes and procedures in assessing changes in teacher attitudes and behaviors as they utilize the Internet for the first time in curriculum development and delivery. The setting is a north Texas rural district serving 1,320 students. The sample included 66 teachers in the middle school and high school. Quantitative data on the Stages of Concern Questionnaire were elicited electronically at three checkpoints during the semester (January, March, and May). Quantitative data on the Levels of Use were elicited in face-to-face interviews at the same three checkpoints. Concurrently, all teacher participated in a project listserv which provided structure for professional colloquy and qualitative data for analysis. The model provides a framework for the study of change processes relating to various innovation configurations. (Author/MES)

ED 432 301 IR 019 671

Wolski, Stacy; Jackson, Sally
Technological Diffusion within Educational Institutions: Applying the Technology Acceptance Model.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; *Change Strategies; College Faculty; Computer Uses in Education; Educational Change; *Educational Technology; Educational Theories; *Faculty Development; Higher Education; Incentives; Models; Questionnaires; *Resistance to Change; Teacher Attitudes; Teacher Motivation; Teacher Surveys; Theory Practice Relationship; Training
IDENTIFIERS- Expectancy Theory; Technology Utilization; *Theory of Reasoned Action; University of Arizona

Expectancy models of behavior such as the Theory of Reasoned Action (TRA) and the Technology Acceptance Model (TAM) offer guidelines that aid efforts to facilitate use of new technology. These models remind us that both acceptance of and resistance to technology use are grounded in beliefs and norms regarding the technology. Although TAM is widely used to model user acceptance of technology, it is suggested that the model fails to capture all of the relevant components to technology acceptance in the context of educational organizations. This paper discusses the application of expectancy models to educational institutions and identifies relevant aspects of technology use that are accounted for by TRA. The introduction describes initiatives to support faculty in technology adoption at the University of Arizona. The next section presents TRA and TAM, as well as a survey designed to measure a broad set of potentially relevant beliefs in faculty acceptance of technology. Two pervasive faculty development strategies (i.e.,

DESCRIPTORS- Accountability; Administrative Organization; Adult Education; *Community Colleges; Economic Development; Educational Finance; *Institutional Mission; *Job Training; Labor Force Development; Literacy; *Organizational Objectives; Program Descriptions; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This document discusses North Carolina Community College System's mission statement "to open the door to opportunity for individuals seeking to improve their lives and well-being..." The North Carolina Community College System was designated the primary lead agency for delivering job training, literacy, and adult education programs. The following goals, adopted in 1994, are listed: (1) upgrading training and retraining/world class work force; (2) eliminating illiteracy; (3) supporting small business development; (4) improving accountability and standards; and (5) providing services to communities and individuals which improve the quality of life. A System office summary and organizational chart is provided, along with demographic, economic, technological, policy, and organizational trends and issues, which help the System better serve the students, potential students, community, and businesses. The bulk of the report is made up of descriptions of 26 performance objectives, each listed with a fund source, organizational unit, strategies directed toward the objective, and innovations. Finally, 11 administrative objectives are listed, along with fund sources, organizational units, descriptions of services or objectives, and innovations. (AMA)

ED 432 322 JC 990 448

Articulation Report, Florida State Board of Community Colleges.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Asian Americans; Black Students; *College Transfer Students; *Community Colleges; Comparative Analysis; *Enrollment; Higher Education; Hispanic Americans; *School Statistics; *Student Characteristics; Tables (Data); Universities; White Students
IDENTIFIERS- *State University System of Florida

This report presents descriptive headcount statistics for students enrolled in one of Florida's state university systems (SUS) during the 1994, 1995, and 1996 fall terms. These students were enrolled in one of Florida's 28 public community colleges before enrolling in a Florida university. In fall 1996 there was an enrollment increase of 1%, for a total of 66,547 students, over fall 1994. The percentage of female students also increased from 55% to 56%. White student enrollment decreased by 2.6%, while Black student enrollment increased by 1.4%, Hispanic by 0.7%, and Asian by 0.3%. Thirty-five percent of community college transfer students who enrolled in the SUS in the 1994 fall term were enrolled for the first time. The percentage decreases from in Fall 1995 and increased in Fall 1996. Slightly more than 81% of the students in fall 1996 transferred 60 semester units or more upon entrance, which is also a decrease from 1994. One table shows the distribution of students by university and the community college from which they transferred. A series of tables shows former community college students by number of units transferred. Numbers of students are displayed by major field of study and GPA. The main goals, each of which has between 1 and 5 sub-goals with an assigned deadline. Five appendices are included: (1) a glossary of terms used in the document; (2) a list of the members of the North Carolina State Board of Community Colleges and their addresses; (3) planning council members; (4) advisory committee members; and (5) environmental scanning team members. (TGO)

ED 432 341 JC 990 471

Student Transfer between New Mexico's Postsecondary Institutions, Spring 1998.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Bachelors Degrees; College Graduates; *College Transfer Students; Community Colleges; Enrollment; Higher Education; *Institutional Cooperation; State Universities; Student Characteristics; *Transfer Policy
IDENTIFIERS- *New Mexico Commission on Higher Education

This report summarizes the progress made by the Commission on Higher Education and the faculty and administrators at New Mexico's 25 postsecondary campuses in facilitating student transfer between institutions. New Mexico's colleges and universities have steadily improved their working relationships, which is based on an increased rate of transfer credits. The state's six public universities have been found to accept 94% of the credits presented for transfer. Reasons for transferring and being denied transfer are described. An analysis was performed on data from the Commission's statewide database to gather information about the representation of transfer students among bachelor's degree recipients. The study found that nearly half of New Mexico's bachelor's degrees are awarded to transfer students. In addition, most baccalaureate students enroll for more than the minimum number of credits needed for the completion of a degree. Statewide, transfer students differ little, if at all, from native students in this respect. Commission Priorities for 1998-1999 are also detailed, including the defining of the competencies expected of students when they complete the statewide common core of general education. A table describes credit hour accumulation by transfer and native students in New Mexico, by university. (JJL)

ED 432 342 JC 990 472

Plan for an Efficient and Effective Technology and Management Information System for the North Carolina Community College System. Final Report on Senate Bill 1366.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational Planning; Governance; *Information Needs; Information Systems; Institutional Cooperation; Management Systems; *Organizational Objectives; Systems Development; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This report provides detailed information as to how the Department of Community Colleges in North Carolina will provide a modern, efficient information system that will support both training culture at the enterprise level, and "The Elements of a Training Culture" (Andy Smith) looks at qualitative evidence to suggest what might constitute an enterprise training culture. "Individual and Enterprise Investment in Learning in a Rapidly Changing Economy" (Gerald Burke, Michael Long, Jeff Malley, Phillip McKenzie) examines factors inhibiting or promoting investment in training. The relationship between workplace learning, change, and research is considered in "What Does Research Tell Us about Developing a Training Culture?" (Ian Falk, Robin Sefton, Stephen Billett). Several papers include substantial bibliographies. (MN)

ED 431 879 CE 078 814

Robinson, Chris; Bamblett, Lionel
Making a Difference: The Impact of Australia's Indigenous Education and Training Policy.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; *Educational Legislation; *Educational Policy; Equal Education; *Federal Legislation; Foreign Countries; Government School Relationship; *Indigenous Populations; Outcomes of Education; Participation; Postsecondary Education; Program Effectiveness; Public Policy; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

In 1989, Australia embarked on a concerted effort to eliminate the inequalities between Aboriginal and Torres Strait Islander peoples and the rest of Australia's population with respect to access to, participation in, and outcomes from all levels of education and training. All Australian governments (federal, state, and territory) adopted the National Aboriginal and Torres Strait Islander Education Policy, which is based on the principle of indigenous involvement in education decision making. Since its adoption, the new national policy has facilitated a visible shift in attitudes and actions on the part of indigenous and nonindigenous people alike, and technical and further education institutes' and universities' accommodation of indigenous students' needs and aspirations has improved significantly. For the first time, parity between indigenous and nonindigenous people is within sight in some sectors and some age groups. However, more remains to be done in relation to achieving the policy's goals regarding parity of educational outcomes between indigenous and nonindigenous peoples. The most critical issue for future improvements is to create conditions encouraging indigenous people to achieve appropriate outcomes in education and training. (The report contains 19 references. Appended is the text of the Aboriginal Education Supplementary Assistance Act of 1989.) (MN)

ED 431 880 CE 078 820

Romijn, Clemens
The Financing of Vocational Education and Training in the Netherlands. Financing Portrait. Panorama.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Continuing Education; *Delivery

This document is the product of a study that was conducted to identify the target audience of Canada's Office of Learning Technologies (OLT), determine which stakeholders should be involved in developing the OLT's action program; and recommend specific actions for the OLT to take. Chapter 1 provides an overview of the study methodology, which entailed the following activities: collecting qualitative and quantitative data on adult training within and outside the workplace; developing a profile of Quebec's major stakeholders in information technology (IT) and learning media and determining their "georeferential" positioning; developing approximately 40 fact sheets on companies and organizations active in new learning technologies and media in Quebec; interviewing 6 specific stakeholders in IT and learning media; examining selected recent studies and Internet sites devoted to learning technologies; and developing five reference tables detailing the interrelationships between various learning technologies. Chapters 2 and 3 detail the study findings. Appendixes constituting approximately 90% of the document contain the following: study methodology; fact sheets; interview reports; reference tables; excerpts from four published studies; "Developing an Educational CD-ROM for Quebec: Hang on! Selling to Quebec Schools: Nothing Is Less Easy" (Marie-Andree Amiot); and "Observatory on Multimedia Training" (Pierre-Julien Guay). English and French versions of the report are included. (MN)

ED 431 898 CE 078 876

Dugas, Tim; Green, Lyndsay; Leckie, Norm
Impact of Technologies on Learning in the Workplace. Final Report = L'effet des technologies d'apprentissage sur l'apprentissage a vie en milieu de travail.
PUB DATE- 99
NOTE- 339p.; Report prepared by Ekos Research Associates Inc. and Lyndsay Green & Associates.
LANGUAGE- English; French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Case Studies; Courseware; *Education Work Relationship; *Educational Technology; *Educational Trends; *Employer Attitudes; Foreign Countries; *Lifelong Learning; *On the Job Training; Questionnaires; Training Methods; Trend Analysis
IDENTIFIERS- *Canada; Employer Surveys; Impact Studies

The use of learning technologies in the workplace and their impact on lifelong learning were examined. Data were collected from three sources: the literature on learning technologies and labor market trends affecting the adoption, implementation, and success of learning technologies in the workplace; case studies of 8 Canadian firms with 100 or fewer employees; and a survey of a sample of 700 of the 2,584 participants in Ekos Research Associates' 1994 Workplace Training Survey that was targeted toward individuals involved in staffing, training, and human resources. Seventy-four percent of the establishments surveyed had sponsored or provided informal employee training during the past year. The incidence of formal training increased from 45% in 1995 to 55% in 1998. Six success factors for learnware in the workplace were identified: partnerships, needs identification, consultation, accreditation, sufficient market, and appropriate delivery platform. The growth in the use of learning technologies was attributed to 11 factors, including separately from other program features and concerns. (Contains 22 references) (Author/KC)

ED 431 915 CE 078 930

Straka, Gerald A.
Conditions Promoting Self-Directed Learning at the Workplace.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Research; Foreign Countries; *Independent Study; Interests; *Job Training; Learning Activities; *Learning Motivation; *Organizational Development; Self Management; Work Environment
IDENTIFIERS- *Germany; *Self Direction

Self-directed learning at work is becoming a major trend in training and organizational development. Referring to theoretical considerations in the domains of motivation and learning in disciplines beyond adult education, the concepts of interest, strategies, control, and evaluation seem appropriate to describe self-directed learning. Constructs of the concept "strategies" are resource management, sequencing, and acquisition. Constructs of "control" include cognitive, metacognitive, and motivational. Constructs of "evaluation" are diagnosis and attribution. Constructs of "interest" include contextual and procedural. With reference to these concepts and constructs, a conceptual model of self-directed learning, the Two-Shell Model of Motivated Self-Directed Learning, has been developed and validated. Impact of selected perceived work conditions (experienced autonomy, competence, and social integration) on this type of learning has been structurally modeled with a sample of 67 employees in the fish processing industry in Germany who were administered the Motivated Self-Directed Learning Questionnaire for Companies. The hypothesis of a directed relation among experienced workplace conditions, interest in self learning, and learning activities was tested. Findings indicate a relatively strong correlation between experienced workplace conditions and self-learning interest and self-learning interest as an explanation for over 50 percent of variance in learning strategies. (Contains 43 references.) (YLB)

ED 431 916 CE 078 933

Job Corps Oversight: Recruitment and Placement Standards. Hearing before the Subcommittee on Human Resources of the Committee on Government Reform and Oversight, House of Representatives, One Hundred Fifth Congress, First Session (October 23, 1997).
PUB DATE- 98
NOTE- 174p.; For Part II, see CE 078 934.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *At Risk Persons; *Federal Programs; Hearings; *Job Placement; *Job Training; Program Effectiveness; *Recruitment; Standards; Youth Programs
IDENTIFIERS- Congress 105th; *Job Corps

This congressional hearing focuses on a General Accounting Office (GAO) examination of the Department of Labor's management of Job Corps recruitment and placement contractors. Its focuses

*Computer Uses in Education; Conventional Instruction; Diffusion (Communication); *Distance Education; Education Work Relationship; Educational Needs; Educational Practices; *Educational Technology; Educational Trends; Inservice Teacher Education; Instructional Development; *Labor Force Development; Partnerships in Education; Postsecondary Education; School Business Relationship; Staff Development; Standards; *Technological Advancement; Theory Practice Relationship; Trend Analysis; Two Year Colleges

IDENTIFIERS- Concerns Based Adoption Model; Diffusion of Innovations Model

This document contains three symposium papers on advances in distance learning. "The Adoption of Computer Technology and Telecommunications: A Case Study" (Larry M. Dooley, Teri Metcalf, Ann Martinez) reports on a study of the possible applications of two theoretical models (Rogers' Diffusion of Innovations model and the Concerns-Based Adoption Model of Hall, Wallace, and Dossett) in helping distance learning staff learn to use technology effectively. "Distance Education: Examining Emerging Standards and Instructional Practice via Videotaped Content Analysis" (Carmeta Tate-Blake, Jo D. Gallagher, Douglas H. Smith) presents the results of a study that revealed that few of the emerging practices suggested by proponents of distance learning and distance educators were currently being practiced. "Critical Components of Distance Education Partnerships between Two-Year Colleges and Business and Industry" (Edward "Ted" Raspiller) is the report of a multiple-case study that was undertaken to do the following: (1) to identify critical characteristics of program planning, funding, evaluation, and policy development in distance education partnerships, and (2) to create the framework for a program development model for planning and refining distance education training programs. (MN)

ED 431 935   CE 078 967

Learning and Working in Groups.

PUB DATE- 99

NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Ravishankar (3-3) is not included.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Adult Learning; *Conflict Resolution; Education Work Relationship; *Group Dynamics; *Group Instruction; Interdisciplinary Approach; *Labor Force Development; Mental Health Workers; Models; Organizational Climate; Predictor Variables; Success; Systems Approach; Team Training; *Teamwork

This document contains three symposium papers on learning and working in groups. "Collaborating in Public with the Opposition: A Study of the Complex Meaning of Learning in a Cross Boundary Work Group" (Marjorie H. Carkhuff) reports on a study demonstrating that great personal, professional, and team member learning is foundational to the work experience and reciprocal to collective team and organizational learning. "Designing Dispute Management Systems" (Douglas A. Benson) argues that, although individuals cannot eliminate change or the conflict that results from change, they can choose how they handle conflicts and develop properly designed dispute management systems offering maximal organizational assistance for the mutual benefit of all stakeholders. "Application and

Managerial Competence: Does It Improve Performance?" (Jonathan Winterton, Ruth Winterton) reports a United Kingdom study that found management development improved performance at individual and business levels and that development was more effective when linked to organizational strategy and based on the Management Charter Initiative occupational standards for managers. (YLB)

ED 431 953   CE 078 985

Individual Learning Issues.
PUB DATE- 99
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Wentling and Palma-Rivas (21-3) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Affective Behavior; Cognitive Processes; Foreign Countries; Higher Education; *Labor Force Development; Learning Motivation; Perceptual Development; Personality Traits; Values

These three papers are from a symposium on individual learning issues. "A Quantitative Examination of the Feelings and Cognitive Processes of a Group of Adults Undertaking a Tertiary HRD Human Resource Development Program" (Bryan W. Smith) examines mental and emotional states of adults in a tertiary HRD learning situation by using stimulated recall methodology to categorize the scope and extent of these aspects of the informants' covert behavior. Reported results indicate the majority of thoughts and feelings were concerned with the behavioral moves of other students and their own self-performance. "The Cycle of Awareness Development: A Cognitive and Psychosocial Theory of Adult Development" (Martin B. Kormanik) uses qualitative data to suggest a five-stage cycle of awareness development (preencounter, intellectualization, encounter, empowerment, and integration), which repeats for each life event, transition, and other issue. "Personality Traits, Affect, and Values: A Model of Dispositional Effects on Motivation to Learn" (Elwood F. Holton III, Sharon S. Naquin) reviews the literature on dispositional domains of traits, affect, and values and proposes a model of dispositional effects on one HRD construct: motivation to learn. (YLB)

ED 431 954   CE 078 986

Evaluating the Impact of Human Resource Development.
PUB DATE- 99
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cost Effectiveness; Education Work Relationship; Foreign Countries; Higher Education; Human Capital; *Job Training; *Labor Force Development; *Organizational Effectiveness; Outcomes of Education; Performance; Productivity; Program Effectiveness; Success; *Transfer of Training; Wages
IDENTIFIERS- *Return on Investment; Taiwan

These four papers are from a symposium on evaluating the impact of human resource development (HRD). "Pre-Job Training and the

Graduate Level HRD" (Ochieng Fred Walumbwa, K. Peter Kuchinke) uses the Full Range Leadership model to examine whether HRD faculty exhibit transformational, transactional, or laissez-faire leadership behaviors when conducting graduate-level classes. (KC)

ED 431 972 CE 079 004

New Models and Metaphors for Human Resource Development.
PUB DATE- 99
NOTE- 9p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Business Administration; Educational Needs; Educational Practices; Human Resources; *Labor Force Development; Management Development; Metaphors; *Models; On the Job Training; Organizational Development; Outcomes of Education; *Staff Development; Teaching Methods; *Training Methods
IDENTIFIERS- *Customer Services

This document contains two reports from a poster session on new ideas and models in human resource development (HRD). The first presentation, "Two-way Customer-Service Provider Cycle" (Harriet V. Lawrence, Albert K. Wiswell), discusses a two-way supply cycle model that illustrates relational issues in customer service, including needs and wants, expectations, quality, timeliness, cost, requirements, discrepancies, and feedback. The second paper describes a session titled "Using Art to Explore a Metaphor for the Training Process" (Darren Short), in which the poster offered the visual metaphor of the transition of ice to water to steam for the potential effects of the training process on individuals. Conference attendees were invited to interpret the metaphor in light of their own human resource development experiences with employee training. (KC)

ED 431 973 CG 029 210

Barkley, Russell A.; Edwards, Gwenyth H.; Robin, Arthur L.
Defiant Teens: A Clinician's Manual for Assessment and Family Intervention.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; Attention Deficit Disorders; Behavior Development; *Behavior Disorders; Communication Skills; *Developmental Psychology; *Family Counseling; Family Relationship; Parenting Skills; Problem Solving
IDENTIFIERS- *Adolescent Behavior; Oppositional Behavior

This manual presents an 18-step program designed both to teach parents the skills they need to manage difficult adolescent behavior and to improve family relationships overall. Steps 1 through 9 modify the approach presented in Russell Barkley's earlier edition, "Defiant Children," to focus on developmental concerns of adolescence. Clear procedures for assessing behavioral initiatives. The term behavioral initiative is defined, disciplining children with disabilities is discussed, and a cautionary note concerning ignoring students' reasons for misbehavior is presented. A brief entitled "Behavior Problems: What's a School to do?" explores the issue of discipline, interventions focusing in dealing with misbehavior, logical consequences, defining and categorizing discipline practices, social skills training, and addressing underlying motivation. A list of relevant references is also included in the brief. A list of books, book chapters, journal articles, reports and other printed resources relevant to behavioral initiative and a list of ERIC readings and resources on school discipline are provided. A discussion of model programs examines major behavioral initiatives across the country; school-wide programs; behavioral initiative assessment instruments; and assessing resources for school wide approaches, a set of self-study surveys. A second brief, "Enabling Learning in the Classroom: A Primary Mental Health Concern," explores helping teachers assist identified students, creating a caring context for learning; expanding the context; teachers working and learning together; and a psychological sense of community. A list of relevant resources is also included in the brief. The booklet includes a list of agencies, organizations, Internet sites, other documents available from the Mental Health in Schools Training and Technical Assistance Center, and contact information for consultants who have the most direct expertise in creating state and school-wide models located across the country. Contains 65 additional references related to behavior concerns. (MKA)

ED 431 992 CG 029 385

Whitfield, Gary W.
School Reform and School Failure: Lessons from Kentucky.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Conference of the Kentucky Association for School Social Work (Louisville, KY, September 24-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Constructivism (Learning); *Dropouts; *Educational Change; Elementary Secondary Education; High Risk Students; *Interaction; Intervention; Models; Prevention; *School Social Workers; Student Behavior
IDENTIFIERS- *Kentucky

This paper examines several perspectives and their implications for school social work services to prevent and deal with school failure and dropping out. It examines the different reform efforts and factors involved with dropping out of school. Much of this discussion is shaped by the personal general school social work experiences and knowledge gained by a school social worker while serving on a statewide steering committee that examined school dropout behavior in Kentucky. School social workers, whether explicitly stated in their job descriptions or not, have always been involved in dropout prevention. A broader ecological definition of dropout behavior is proposed and a helpful perspective, the interactionist model, is detailed. School social workers and other concerned school personnel must address the total problem of the student being at risk of failing in life. Some specific social work strategies and services to deal with school failure are outlined within this

Initiate, Elaborate and Share Personal Response. Findings show that young children, without formal instruction, detect and increasingly adopt a number of the distinctive letter features: cordial openings and closings, question and answer patterns, initiation of new topics of conversation, and expressions of gratitude. Conclusions suggest that young students have a great need for strong letter writing models. (Contains 45 references and 5 figures of data, including a continuum of six letter types studied, writing samples, and a scatter plot of two letter writers.) (SC)

ED 432 014 CS 216 785

Westwood, Peter
Spelling: Approaches to Teaching and Assessment.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; Elementary Education; Foreign Countries; *Instructional Effectiveness; Learning Problems; *Spelling; *Spelling Instruction; Student Attitudes; *Teaching Methods; Testing; *Writing Improvement
IDENTIFIERS- *Spelling Growth

Providing an overview of some of the effective ways of helping students to develop and improve their spelling skills, this book emphasizes the importance of explicit teaching. The first chapter considers current issues and perspectives in spelling. The second chapter discusses how children acquire spelling skills, and the third chapter discusses individual differences among spellers. The fourth chapter recommends several teaching approaches, and the fifth chapter gives guidelines for assessing spelling. The sixth chapter recommends 22 useful resources. (Contains 132 references; 4 appendixes contain a glossary of 19 terms, a 125-item list of most commonly used words in children's writing, a South Australian Spelling Test, and four diagnostic tests.) (SC)

ED 432 015 CS 216 786

Bickel, Doris; Holsopple, Shirley; Garcia, Peggy; Lantz, Mary Jane; Yoder, Dee
Relationship of Interactive Writing to Independent Writing in Kindergarten and First Grade.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creative Teaching; Grade 1; *Instructional Effectiveness; Instructional Innovation; Kindergarten; Primary Education; *Reading Strategies; *Self Evaluation (Individuals); Writing Achievement; Writing Improvement; *Writing Instruction; Writing Research; *Writing Strategies
IDENTIFIERS- *Interactive Writing

Researching what gains are made in independent writing as a result of interactive writing, a study examined the relationship of interactive writing to independent writing in kindergarten and first grade. Researchers collected samples of children's independent writing, interactive writing, student reflection sheets, individual conferencing, and observational

Findings.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Educational Assessment; Educational Change; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Partnerships in Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Colorado

This paper describes the progress of the Colorado Partnership for Educational Renewal (CoPER), an initiative that increases contact and dialogue between universities and P-12 faculty. The report provides a history of Colorado's foundation for the school-university partnership, which was established in 1986, and discusses a long-range evaluation of CoPER. It focuses on partner-school practices and outcomes, detailing a valuative approach called the portraiture process, in which eight partner school faculties--two high schools, two middle schools, and four elementary schools--agreed to be evaluated. The schools provided logs that documented all partner-related activities, supplied written surveys completed by all stakeholders, and took part in focus group interviews. The evaluation results are presented under the four functions of partner schools: exemplary education for all students, teacher preparation, continued professional development, and inquiry. The report considers the emerging effect of partnering on college faculty, particularly on teacher education. The paper also examines students' standardized test scores to measure the impact of CoPER, looks at the benchmarks that have been established for the program, summarizes data collected from individual interviews with members of education leaders, and details the shared meaning of simultaneous renewal. An appendix contains a list of CoPER benchmarks. (RJM)

ED 432 035 EA 029 898

Leithwood, Kenneth; Jantzi, Doris
The Effects of Transformational Leadership on Organizational Conditions and Student Engagement with School.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; Educational Change; Elementary Secondary Education; Family School Relationship; Foreign Countries; *Instructional Leadership; Principals; *School Organization; Student Attitudes; *Student Participation
IDENTIFIERS- Canada; *Student Engagement; *Transformational Leadership

This paper is the third in a series of studies concerned with the effects of different forms and sources of leadership. It examines the effects of transformational leadership practices on organizational conditions and student engagement with school, taking into account the potentially large effects of family educational culture. For the study, a school district characteristics and includes statistical summaries of schools, districts, and students. It examines the various types of public schools in the U.S., stating that 87,631 public schools furnished instruction to 46.1 million students in the 1997-98 school year. Most public-school students, 98.1 percent, were enrolled in regular schools: one out of eight schools was located in a large city and one out of six students attended a large-city schools. About 58.5 percent of these students spanned the traditional primary grades. School districts ranged in size from 25 districts enrolling 100,000 or more students to 1,738 districts reporting fewer than 150 students. Student characteristics varied widely. One in eight students had an individualized education program, two-thirds of students were White, non-Hispanic, and one-sixth were Black, non-Hispanic. More than one-third of the students in California, New Mexico, and Texas were Hispanic. Dropout statistics indicate that 15 of the reporting states--about half of those supplying data--had dropout rates between 4 and 6 percent. Dropouts were more likely to be male than female. The report provides technical notes and includes definitions of key terms. The report's data is presented in seven tables, with the information presented by state. (RJM)

ED 432 054 EA 029 924

Perez, Anna L. Valdez; Milstein, Mike M.; Wood, Carolyn J.; Jacquez, David
How To Turn a School Around: What Principals Can Do. Principals Taking Action Series.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Instructional Leadership; Participative Decision Making; *Principals

This book is designed to help administrators with school reform to improve levels of teaching and learning. The text is based on key findings from school-change literature, as well as first-hand experiences in the process of school reform. It addresses how to develop a collective vision, how to provide professional development, how to involve stakeholders in decision making, and how to elicit support for change. Six chapters present, and draw lessons from, different aspects of school transformation, each one examining a particular aspect from a closer vantage point. Chapter 1 provides a review of the recent literature on reform efforts carried out at all levels of education. Chapter 2 focuses on setting the direction for change and on the important activities of defining purposes, missions, visions, and goals. Chapter 3 examines the contributions of professional development to achieving change by creating a community of learners, and chapter 4 describes how teachers, students, administrators, and community members can learn to collaborate and participate more effectively in decision-making efforts. Chapter 5 outlines support systems and their impact on sustaining school change. The last chapter synthesizes the book's thesis and provides further insights on how to transform schools. Each chapter includes a chapter focus, summary, and notes. (Contains approximately 80 references.) (RJM)

*Educational Legislation; Eligibility; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; National Surveys; Outcomes of Education; Personnel; *Preschool Education; Private Schools; Program Administration; Public Relations; Public Schools; *Special Education; State Legislation; Transitional Programs

IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part B

This report, ninth in a series of annual reports, addresses selected aspects of the Preschool Grants Program for Children with Disabilities, Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA). The report profiles services provided under this program and highlights changes under the 1997 amendments. It presents current and/or historical information for all 50 states, the District of Columbia, and eight outlying jurisdictions. Data were based on a January 1999 survey. The extensive tables provide data on: (1) administration, education reform, and funding; (2) charter and private schools; (3) interagency coordination; (4) personnel; (5) transition; (6) programming; (7) accreditation and monitoring; (8) performance outcomes; (9) public awareness; (10) Individualized Education Programs, Individualized Family Service Plans, and family-centered services; (11) eligibility classifications and criteria; (12) special education mandates and legislation; (13) preschool program data; and (14) state and jurisdiction Section 619 program coordinators. (DB)

ED 432 075 EC 307 277

Olson, Christine; Azin-Manley, Mariam

Comprehensive System of Personnel Development: Wyoming Statewide Needs Assessment.

SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.

PUB DATE- 98

NOTE- 74p.; Pages 42 and 43 contain light type and may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavior Disorders; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Faculty Development; Focus Groups; *Inservice Teacher Education; Interviews; *Needs Assessment; Preschool Education; Questionnaires; Regular and Special Education Relationship; Special Education; *Special Education Teachers; *Teacher Attitudes; Training Methods

IDENTIFIERS- *Comprehensive System of Personnel Development; Wyoming

This report discusses the outcomes of a review of the Wyoming Department of Education's Comprehensive System of Personnel Development (CSPD) in meeting the professional development needs of special education. There were two phases of the 1997-1998 CSPD needs assessment process. Phase One consisted of telephone interviews with both regular (n=26) and special education (n=43) teachers. During Phase Two, information was obtained from directors of special education during five focus groups and a sixth focus group with preschool directors and others involved in providing services to preschool children. Findings indicate: (1) there is an increase in the number of students in special education and a higher proportion of students demonstrating attention, emotional, and behavioral types of disorders; (2) teachers want training which is focused, practical, and hands-on; (3) teachers appear to be current lack of adequate family involvement. Chapter 2, "Barriers to Effective Family Involvement", addresses professional mishandling of families, family mishandling of professionals, and indicators of a collaborative partnership. The following chapter, "Family Systems Theory," describes family characteristics, family interactions, the role of siblings in transition, family functions, and the family life cycle. Chapter 4, "Family Involvement in Transition Assessment and Planning," provides information on involving parents and family members in the planning process. Step-by-step strategies are provided for inviting parental involvement during the development of the Individualized Education Program and allowing the student to lead the meeting. The final chapter, "Parent Involvement in Transition Program Implementation," discusses family responsibilities, teacher responsibilities, and the characteristics of the effective partnership that teachers and parents can create. (Contains approximately 125 references.) (CR)

ED 432 093 EC 307 298

Patton, James R.; Cronin, Mary E.; Wood, Susan J.
Infusing Real-Life Topics into Existing Curricula: Recommended Procedures and Instructional Examples for the Elementary, Middle, and High School Levels. PRO-ED Series on Transition.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; *Curriculum Design; Curriculum Development; Daily Living Skills; *Disabilities; Education Work Relationship; Educational Objectives; Elementary Secondary Education; *Independent Living; Teaching Methods; *Transitional Programs
IDENTIFIERS- *Academic Accommodations (Disabilities)

This guide, part of a series designed to provide practical resources on topics critical to the process of preparing individuals with disabilities for adulthood, focuses on infusing real-life topics into existing elementary and secondary curricula. Chapter 1, "Teaching Real-Life Content," discusses the basic concepts and rationale for teaching life skills, approaches to teaching life skills, and practical guidelines for infusing life skills. Chapter 2, "Recommended Procedures for Infusing Life Skills Content," provides an organizational framework for implementing life skills in the ongoing instructional process. The last chapter, "Instructional Examples for Infusing Life Skills Topics into the Curriculum," provides 17 examples of the infusion technique. Seven of the examples are at the elementary level, five at the middle school level, and five at the high school level. Within each level, samples from several of the course content areas are given. Each example includes a page from a student textbook and an accompanying infusion planning guide. The infusion planning guide is designed to help organize and document the life skills topics presented in each class or subject. Appendices include a list of major life demands, Life-Centered Career Education subcompetencies, life skills infusion forms, and practical exercises. (Contains 19 references.) (CR)

ED 432 094 EC 307 299

persons follows the overview of the state and federal requirements. (CR)

ED 432 112 EC 307 317

Kerner, Tom; Kucinski, Colleen
Quick Results in Your Job Search: A Job Search Manual for Prospective and Recent Graduates with and without Disabilities.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *College Graduates; Community Colleges; *Disabilities; *Employment Interviews; Job Applicants; *Job Application; *Job Search Methods; *Resumes (Personal); Two Year Colleges
IDENTIFIERS- *Springfield Technical Community College MA

This manual is designed to help recent graduates with and without disabilities of the Springfield Technical Community College in Springfield, Massachusetts, conduct a successful job search. It addresses: (1) equipment a job searcher will need; (2) when to begin a job search; (3) tips on writing a resume; (4) cover letters; (5) networking and developing sources of referrals to job openings; (6) disclosure of disability; (7) interviewing; (8) interim/temporary employment; (9) accepting rejections; and (10) rejecting acceptances. Graduates are urged to disclose only disability accommodations required for the interview before the interview and to state clearly workplace accommodation needs in a hiring interview after the job is offered. Appendices include a sample cover letter, a list of 23 questions frequently asked by recruiters, and a list of 14 questions job searchers can ask a recruiter. (CR)

ED 432 113 EC 307 318

O'Donnell, Karen J.; Fair, Cynthia D.
Multiple Risk Associated with Prenatal HIV Exposure: An Interagency, Community-Focused Demonstration (Project RISK). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 197p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Agency Cooperation; Community Programs; Delivery Systems; *Disability Identification; *Early Intervention; Family Programs; Infants; Inservice Education; *Integrated Services; Models; Prenatal Drug Exposure; *Prenatal Influences; Program Effectiveness; Program Evaluation; Program Implementation; Referral; Toddlers

This report describes the activities and outcomes of Project RISK, a 3 2 years service delivery demonstration and replication project that was based on the assumption that infants of HIV positive women are at significant developmental risk from prenatal exposure to HIV infection and, possibly, described. A sample literature unit based on one text is detailed, illustrating the use of the four major strategies. Results of a program evaluation indicating the positive impact of the transitional program are outlined. Contains 42 references. (MSE)

ED 432 135 FL 025 893

Zatsepina, Olga; Rodriguez, Julio
American Values through Russian Eyes.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Competition; *Cultural Awareness; Culture Conflict; Democratic Values; Efficiency; Foreign Countries; Free Enterprise System; Futures (of Society); Higher Education; Individualism; *Interpersonal Communication; Personal Autonomy; Privacy; *Social Values; *Sociocultural Patterns; *Student Attitudes; Time; Work Attitudes
IDENTIFIERS- Materialism; Politeness; *Russians

This paper discusses impressions held by Moscow State University (Russia) students about American values. In class discussions and written assignments, students were asked to comment on thirteen values, giving their perceptions of American attitudes in each case. The values included: personal control over the environment; change; time and its control; equality/egalitarianism; individualism and privacy; self-help concept; materialism/acquisitiveness; competition and free enterprise; future orientation; action/work orientation; informality; directness, openness, and honesty; and practicality and efficiency. The results are summarized, with excerpts from student statements. (MSE)

ED 432 136 FL 025 894

Troudi, Salah, Ed.; Coombe, Christine, Ed.; Riley, Susan, Ed.
Unity through Diversity. TESOL Arabia '98 4th International Conference. Conference Proceedings, Vol. III.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Electronic Mail; *English (Second Language); *Error Correction; Foreign Countries; Instructional Materials; *Intercultural Communication; Interpretive Skills; Language Fluency; Letters (Correspondence); Listening Comprehension; Listening Skills; *Literature Appreciation; Oral Language; Second Language Instruction; Student Evaluation; Translation; *Writing Instruction
IDENTIFIERS- *Pen Pals

Papers from the 1998 international conference on the teaching of English to speakers of other languages (TESOL) include: "The Future of English: Where Unity and Diversity Meet" (David Crystal); "Maximizing Student Writing and Minimizing Teacher Correction" (Phil Quirke); "How the Camel Got Its Hump: Bringing Literature Back into the ESL Classroom" (Snezha

Subjects were 30 undergraduate students, 10 at each of three instructional levels, representing a wide range of academic majors and concentrations. All completed a version of the Compliance-Resistance Techniques and Messages Survey. It was found that students with C and D grade averages used more resistance techniques than did students with A and B averages. The top resistance techniques were avoidance, priorities, and deceptions/excuses. Course level was not found to be related to resistance or non-compliance techniques used. Ten teaching techniques to counteract resistance are suggested, and areas for further study are identified. A list of resistance techniques is appended. (Contains 29 references.) (MSE)

ED 432 157   FL 025 918

Tait, Joslyn
Multiple Perspectives on Academic Writing Needs.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Students; Economics Education; *Educational Needs; *English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; Language Research; Needs Assessment; Second Language Instruction; Student Attitudes; *Student Needs; Surveys; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- Australia; University of Melbourne (Australia)

A study examines current approaches to assessing the academic writing needs of non-native speakers of English (NNSs), first by reviewing recent research into student writing needs and then by a survey of students, tutors, and English-as-a-Second-Language (ESL) teachers. Critical examination of recent studies finds problems in both their approach and methodology and the underlying accommodationist ideology. Semi-structured interviews were then conducted with four NNS University of Melbourne students of macroeconomics, three macroeconomics instructors, and three ESL teachers. It was found that interviewees sometimes expressed similar ideas about what is needed for successful academic writing, but also found differing perceptions both across the three groups and within them, especially concerning grammatical proficiency and the importance of language. Key issues for needs analysis and English for Academic Purposes (EAP) instruction arising from the interviews are discussed, and possible alternative interpretations of particular "needs" are explored, highlighting the problem of definition in needs assessment. (Contains 31 references.) (MSE)

ED 432 158   FL 025 920

Tellier-Robinson, Dora
The Experiences of Portuguese-Speaking Families with Special-Needs Children as Related by the Mothers: An Ethnographic Interview Study.
PUB DATE- 97
NOTE- 279p.; Ph.D. Dissertation, New York University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations

aid, and the transition to a performance-based organization), increased workload projections, and the potential impact of Title IV costs. The report then discusses OSFA's interim budget request, focusing on the funding of basic operations and investments to support the transition to a performance-based organization. Two appendixes provide a description of automated data processing activities and OSFA obligations by object classification. (MDM)

ED 432 178   HE 032 150

Diamond, Robert M.
Aligning Faculty Rewards with Institutional Mission. Statements, Policies, and Guidelines.
PUB DATE- 99
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Colleges; Contracts; Faculty Promotion; Guidelines; Higher Education; *Institutional Mission; Mission Statements; *School Policy; *Teacher Salaries; Tenure; Universities
IDENTIFIERS- *Occupational Rewards

This book provides guidelines for developing a coherent faculty rewards system, starting with the articulation of institutional priorities and following the process through the development of departmental guidelines and union contracts. It includes samples of documents used in a wide range of institutions that have matched their policies with their priorities. The book focuses on the characteristics and necessary conditions for the development of an appropriate and effective faculty rewards system; getting the need for a revised faculty rewards system on the institutional agenda; developing an institutional mission statement; developing institutional and school/college guidelines; developing departmental guidelines; and developing a union contract that supports a quality faculty rewards system. Contains an annotated bibliography of promotion and tenure resources. (Contains 32 references.) (MDM)

ED 432 179   HE 032 172

Hendrickson, Robert M.
The Colleges, Their Constituencies, and the Courts. Second Edition. Monograph Series, No. 64.
PUB DATE- 99
NOTE- 258p.; For the first edition, see ED 334 437.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collective Bargaining; College Faculty; *Compliance (Legal); *Court Litigation; Diversity (Faculty); Federal Legislation; Governing Boards; Grievance Procedures; Higher Education; *Legal Problems; *Legal Responsibility; Personnel Policy; *School Law; Sexual Harassment; State Legislation; Student College Relationship

This volume examines legal concepts and issues as they apply to colleges and universities, including the key cases, state and federal statutes, and administrative rules and regulations. Chapter 1 describes the legal parameters of the nation's court system and the historical heritage of both public and private

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; Reprinted from "Opportunity Outlook," the Journal of the Council for Opportunity in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Action Research; Family Involvement; *Family School Relationship; Higher Education; Parent Participation; *Parent School Relationship; *Partnerships in Education; Secondary Education
IDENTIFIERS- *TRIO Programs

This paper discusses the importance of school-family partnerships at the pre-college and postsecondary level and suggests specific steps TRIO and other educational opportunity programs can take to build more effective partnerships with their students' families. The first section summarizes what is known about the effects of parent involvement on a student's school success in terms of, first, the effect of family characteristics on student achievement; second, attitudes and practices of families and schools; and, third, the characteristics of effective family involvement programs. The second section describes a process of collaborative action research that TRIO programs can use to strengthen their relationships with families. Some examples of effective practices used by various TRIO programs are noted: Upward Bound, Talent Search, Student Support Services, the McNair parent handbook, and Educational Opportunity Centers. (Contains 33 references.) (DB)

ED 432 198 HE 032 191

Cuban, Larry
How Scholars Trumped Teachers: Change without Reform in University Curriculum, Teaching, and Research, 1890-1990.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Curriculum; *College Instruction; *Educational Change; *Educational History; Higher Education; *Research; *Research Universities; Scholarship
IDENTIFIERS- *Stanford University CA

This book reviews the history of the increasing importance of research and the declining importance of teaching at the 125 major public and private research universities (Carnegie Research I and II classifications), using Stanford University (California) as a case example. It examines how, over the last century, university structures and processes have influenced research and teaching and why scholarship has "trumped" teaching in universities. It argues that evolution of the "university-college" in the early twentieth century resulted in practices such as embedding undergraduate teaching within departments, the elective system, and "general education requirements," while allowing faculty to focus on conducting research, publishing findings, and guiding doctoral students. Chapter 1 describes the tradition of curricular and pedagogical reform at Stanford since its founding. Chapter 2 analyzes the century-long experience of Stanford with the university-college

Activities; Student Participation; Teaching Models; World Wide Web
IDENTIFIERS- *Collaborative Learning; Texas A and M University

This paper describes two collaborative projects conducted with graduate students from Texas A&M University-Commerce and West Texas A&M University during the fall semesters of 1997 and 1998. The instructors, with a history of personal collaboration both in person and online, designed an activity to provide their graduate students with the opportunity to participate in organized collaborative activities directly related to content in their courses. A year later, they again included a joint collaborative activity as part of their courses. Based on student input and instructor observation, emphasis shifted from product over process during the first year, to process over product during the second. These two models are described, including lessons learned, and a brief statement about future directions. (Author/AEF)

ED 432 218 IR 019 588

George, Edwin J.
Three Weeks at Camp Ed-Tech: Finding a New Model for the Educational Technology Master's Program.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum Development; *Distance Education; *Educational Technology; Higher Education; Instructional Design; *Instructional Development; Masters Degrees; *Masters Programs; Models; *Residential Programs; World Wide Web
IDENTIFIERS- Florida Gulf Coast University

During the summer of 1998, Florida Gulf Coast University (FGCU) invented a new way to earn an Educational Technology Master's degree. Founded in 1997 as a university dedicated to utilizing new technologies for both local and distance learning, FGCU's School of Education has enabled learners from across the state to complete a degree program in just 13 months, in large part from their own homes. Utilizing a new model combining traditional World Wide Web-based distance learning with two conference-style in-residence sessions, students gain the benefits of both distance and face-to-face teaching techniques. The two conferences are known as "Tech-Ins" and last three weeks each. This paper discusses the development of the program, the first Tech-In, and reports on the status of the students in the cohort near the conclusion of the fall 1998 semester. (Author/AEF)

ED 432 219 IR 019 589

Hagen, Sara L.
Technology Diffusion and Innovations in Music Education in a Notebook Computer Environment.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

and skills. The evaluation study examined changes in computer attitudes and skills reported by teachers as a result of their participation in the workshop. Although not overwhelming, results indicated that the workshop was successful in meeting its objectives. (COjtains 5 figures, 1 table, and 13 references.) (Author/AEF)

ED 432 238   IR 019 608

Wang, Yu-mei
A Comparative Study of Student Teachers' Computer Use during the Practicum.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Design; Instructional Effectiveness; Practicums; Preservice Teacher Education; Student Attitudes; Student Surveys; *Student Teachers; Tables (Data); Teacher Attitudes; Teaching Methods; Training; Use Studies
IDENTIFIERS- Computer Users; *Technology Integration; United States; University of Guam

This study compared student teachers' computer use in two universities--the University of Guam and a U.S. mainland university. Teacher education in the two universities took a different approach in providing computer training to preservice teachers. One offered a stand-alone computer training core course. The other integrated computer training into methods courses. The study focused on the manner and frequency of computer use by student teachers during the practicum, student teachers' perceptions of training adequacy, student teachers' attitudes towards the use of computers in teaching, and factors influencing student teachers' computer use. Results revealed that student teachers' computer use was limited in both universities. Implications of this finding and various ways of computer integration in teacher education programs are discussed. (Contains 5 tables and 18 references.) (Author/AEF)

ED 432 239   IR 019 609

Cooper, Peter A.; Hirtle, Jeannine S.
A Constructivist Approach to Technology Literacy for Preservice Teachers.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Science Education; *Computer Uses in Education; *Constructivism (Learning); Course Evaluation; Higher Education; Instructional Design; *Instructional Effectiveness; Introductory Courses; Preservice Teacher Education; Preservice Teachers; Qualitative Research; Student Attitudes; Student Surveys; Teaching Methods;

explicitly drawing on a socially-situated view of problem-based learning in technology-mediated environments. It concludes with an illustration of the tools as applied by teachers to the domain of environmental education. (Contains 31 references.) (Author/AEF)

ED 432 260 IR 019 630

Davis, Niki; Tearle, Penni
The Research and Development of an International Core Curriculum for Information and Communications Technology in Teacher Training.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Part of text obscured by a figure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Policy; Foreign Countries; Higher Education; Information Dissemination; Information Technology; Professional Development; *Teacher Education; *Telecommunications; Training
IDENTIFIERS- Europe; European Communities Commission; *Telematics
This paper outlines progress of the European Commission (EC) supported Telematics for Teacher Training (T3) project in the development and dissemination of a European Core Curriculum for Information and Communications Technology (ICT) in Teacher Training. National and European governments have recognized the importance of training teachers in the use of information and communication technologies, hence there is a recognized need for such a curriculum across Europe. The paper outlines the aim of the T3 project which is to work with teacher trainers across Europe to support them using ICT in order to enhance their own professional development and the learning of their student teachers. The paper concludes by describing the work of developing a European core curriculum in teacher training. The final project of the Core Curriculum policy is presented. (Author/AEF)

ED 432 261 IR 019 631

Schwarze, Monika
The NRW-Educational Server learn:line and the Corresponding Project for In-service Teacher Training.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Educational Technology; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Instructional Design; Instructional Materials; Internet; Lesson Plans; On the Job Training; Program Development; *Teacher Education; Training

Differences among the various major professors' modeling of technology skills were also found. Recommendations are provided for technology modeling and ongoing staff development. (Contains five tables.) (Author/AEF)

ED 432 281   IR 019 651

Fisher, Susan C.; Dove, Marianne K.
Muffled Voices: Teachers' Concerns Regarding Technological Change.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Computer Uses in Education; Educational Change; *Educational Practices; *Educational Technology; Elementary Secondary Education; Faculty Development; Instructional Development; *Teacher Attitudes; Teaching Methods; Technological Advancement
IDENTIFIERS- *Technology Integration; *Technology Utilization

Successful integration of technology is dependent on the thoughtful plans, strategies, and provisions developed by knowledgeable educators to meet the needs of their students. Advances in technology and its increasing availability in K-12 schools make it incumbent upon administrators and teachers to make use of today's technology-related learning tools. This paper presents teachers' accounts about their efforts and vexations regarding integrating technology into classroom practice. Many teachers feel their voices have not been heard by the organizational culture. The paper gives voice to teachers' concerns regarding issues such as training, arrangements for facilities, security policies, management strategies, and procedures for technical support. Additionally, the paper focuses on pertinent issues and considerations resulting from actual situations experienced by classroom teachers and administrators in their attempts to infuse technology in their schools. (Author/AEF)

ED 432 282   IR 019 652

French, Deanie
A Qualitative and Quantitative Evaluation: Innovative Use of Internet Based Collaboration.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures contains difficult-to-read computer type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; Course Evaluation; *Distance Education; Group Discussion; Higher Education; Instructional Innovation; *Interaction; *Internet; Online Systems; Student Attitudes; Student Participation; Student Surveys; Use Studies
IDENTIFIERS- Learning Environments; Southwest Texas State University

This descriptive study has two phases. The first phase describes the mechanism for online collaboration. The second phase incentives and training) are then considered, using TRA to illuminate the process by which these strategies might affect behavior and using the model to generate new strategies. (Author/MES)

ED 432 302 IR 019 672

Zeon, So-young; Lundeberg, Mary A.; Costello, Sean M.; Gajdostik, Laura J.; Harmes, Nina R.; Roschen, Nikki A.
Restructuring at the Classroom Level: Effects with Technology.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Computer Uses in Education; Curriculum Development; Educational Change; *Educational Technology; Elementary Secondary Education; Grants; Higher Education; Interviews; Learning Strategies; Partnerships in Education; *School Restructuring; Student Evaluation; Teaching Methods
IDENTIFIERS- Technology Implementation; *Technology Integration; University of Wisconsin River Falls

TIPS (Technologies in Pedagogical Strategies) is a collaborative partnership among the College of Education and Graduate Studies at the University of Wisconsin-River Falls, local school districts, and their respective communities. A key component of the partnership involves meaningful curricular integration of technology, so teachers and students may use this tool to foster higher-level thinking. This study focuses on one segment of the TIPS: teachers' curriculum integration projects. Goals were to document the kinds of technology being used to restructure schools at the classroom level; identify some of the best practices and highlight specific projects that have been designed and implemented by teachers; analyze the growth of respective teachers' experiences with technology integration; and identify challenges teachers face when infusing technology. A preliminary analysis was conducted from interview data with 17 teachers who wrote competitive project grants. Four teachers were selected to study in depth using interviews and observations to analyze how teachers used technology projects to restructure schools at the classroom level. Themes that emerged in all of the interviews included how curriculum, pedagogy, student learning, and assessment changed in the restructured environment, as well as challenges teachers faced with technology infusion. (MES)

ED 432 303 IR 019 673

Castellani, John
Teaching and Learning with the Internet: Issues for Training Special Education Teachers.
PUB DATE- 99
NOTE- 9p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Needs;

final table compares transfer students with SUS native students, based on GPA and major field of study. Contains 16 tables. (AMA)

ED 432 323 JC 990 449

North Carolina Community College System Information Resources and Technology Plan.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Colleges; Distance Education; Educational Finance; *Educational Planning; *Educational Technology; Program Implementation; School Effectiveness; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

The North Carolina Community College System engaged in a strategic planning process in 1998 that was the basis for the information resources and technology plans for the entire System. A focus of the planning was technology, and a technology environmental scanning team developed a set of planning assumptions, which led to the creation of 15 goals and related objectives for the 1999-2001 biennium. The technology-related planning assumptions included: (1) increasing the use of technology to redefine delivery systems; (2) using technology to better serve business and agency partners; (3) providing more technology training; (4) developing a communication infrastructure to support distance learning and remote access to resources; (5) redefining the funding model for technology and technical staff; (6) using technology to reach underserved customers; and (7) reducing administrative, regulatory, and accrediting barriers to the effective use of technology at the colleges. Technology-related goals arising from these assumptions include: (1) acquiring and maintaining the resources to support the educational objectives of the System; (2) creating an integrated, systemwide virtual learning environment; and (3) providing and supporting state-of-the-art administrative systems to integrate the colleges electronically. This document discusses the implementation of these goals and the costs involved. Appendices contain a steering committee strategic directions report, a library automation system request for proposals, and equipment plans. (EMH)

ED 432 324 JC 990 450

Nussbaum, Thomas J.
The State of the California Community Colleges, 1998.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Fall Leadership Conference. (Sacramento, CA, October 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Accountability; College Faculty; *Community Colleges; *Educational Finance; Enrollment; *Expenditure Per Student; Federal Aid; Financial Support; Labor Force Development; Organizational Objectives; Program Budgeting; *State Aid; Two Year Colleges
IDENTIFIERS- *California Community Colleges

the administrative operations of the 59 institutions and the management information needs for the colleges as well as the department. The system-wide study has involved personnel in all functional areas of the colleges. The key points of the plan are as follows: (1) in 1997, a system-wide process to evaluate alternatives and develop plans for enhanced or new administrative computing systems was initiated, with more than 300 people involved in identifying needs for the system; (2) the State Board of Community Colleges approved a recommendation to purchase and customize an integrated information system; (3) the State Board approved the Expansion Budget request; (4) the Department of Community Colleges is preparing detailed specifications for a formal Request for Bids; and (5) the benefits include improving administrative operations of the 58 colleges through enhanced software applications and providing a management information system for both the colleges and the Department to use for planning, research, and reporting. (JJL)

ED 432 343 JC 990 476

Mellander, Gustavo A.; Mellander, Nelly
Critical Issues--and Therefore Opportunities--for Community Colleges. Presentation to Congressman Major R. Owens, Congresswoman Carrie P. Meek, and to the Congressional Progressive Caucus and the Progressive Challenge (Washington, DC, July 27, 1999).
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adjunct Faculty; *College Faculty; College Role; *Community Colleges; Computer Uses in Education; *Educational Technology; *Educational Trends; Educationally Disadvantaged; *Population Growth; Student Needs; Teacher Retirement; Two Year Colleges

This document discusses the following critical issues in community college education: (1) computers and technology, (2) faculty retirements and the boomlets, (3) adjunct teachers, and (4) societal problems, including people being left behind. A digital divide has arisen in America and a national agenda is needed that will fully train all adults in 5 years so that they can be comfortable with technology and continue to grow on their own with the Internet. There will be an increase in our higher education population (boomlets) over the next ten years at the very time that a vast number of teachers will be retiring. Therefore, we must seek to encourage and train the next generation of community college teachers and administrators quickly. The overuse of adjunct faculty debilitates colleges and shortchange students in their education, and asserts that the government must address this practice before the coming tidal wave of students and retiring faculty. Financial and educational deprivation is an equal opportunity oppressor, and community colleges can play a major role in the process of educating the poor in a less expensive mode. (VWC)

ED 432 344 JC 990 477

Brock, Clifford M.; Chrestman, Charles; Armstrong, Larry
Administrative Evaluation for Faculty Retention. A Systematic Approach to Faculty Evaluation and Retention.
PUB DATE- 99

Systems; Educational Administration; Educational Change; *Educational Environment; *Educational Finance; Educational Legislation; Educational Policy; Educational Quality; Expenditures; *Financial Support; Foreign Countries; Futures (of Society); Government School Relationship; Job Training; National Programs; Political Issues; Postsecondary Education; Resource Allocation; School District Spending; Secondary Education; State Programs; Tables (Data); Trend Analysis; Unemployment; *Vocational Education
IDENTIFIERS- *Netherlands

The financing of vocational education and training (VET) in the Netherlands was examined through an analysis of the following: economic, political, legal and administrative context of financing of the VET system; public and private funding of initial and continuing VET; funding of training for unemployed individuals; and the future of VET financing in the Netherlands. Between 1986 and 1996, both public and private funding of VET in the Netherlands increased by 55%. As part of a policy directed toward ensuring sufficient or improved training quality while reducing costs, the following changes have either already occurred in the Dutch system of delivering and funding VET or else are slated to occur soon: consolidation of the small, highly diverse schools offering initial vocational training into larger training centers; transition to a system of funding based on program quality and performance targets; delegation of responsibility of providing training for the unemployed to corporate bodies or municipal governments; and increase in the share of funds allocated for specific programs with specific targets. Whether these changes will improve the quality and efficiency of Dutch VET remains to be seen. (Eleven tables/figures are included. Appended are a glossary of acronyms and 16 references.) (MN)

ED 431 881 CE 078 821

CEDEFOP. Annual Report, 1998.
PUB DATE- 99
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Learning; Computer Uses in Education; Credits; Educational Practices; Educational Research; Employment Qualifications; Foreign Countries; Information Dissemination; Information Networks; International Cooperation; International Educational Exchange; *International Organizations; Internet; Job Training; Lifelong Learning; Nonformal Education; Organizational Change; *Organizational Development; *Organizational Effectiveness; Organizational Objectives; Postsecondary Education; Research Projects; Secondary Education; Student Certification; *Theory Practice Relationship; *Vocational Education; World Wide Web
IDENTIFIERS- *European Centre for the Development of Voc Train; *European Union

This document summarizes the activities conducted by the European Centre for the Development of Vocational Training (CEDEFOP) during 1998 in its continuing efforts to accomplish its primary objective of linking research, policy, and practice in vocational education and training (VET). The following are among the 1998 CEDEFOP projects and activities discussed: activities promoting competencies and lifelong learning (key qualifications and curricular renewal; training in micro-enterprises; identification, validation, and accreditation of nonformal learning); projects monitoring developments in the

the decreasing costs of developing learning technologies and technological innovations in delivering technology-supported training programs. (Twenty-five tables/figures are included. Appendixes constituting approximately two-thirds of the report contain the following: 39 references, survey questionnaire, and company case studies. English and French versions of the report are included.) (MN)

ED 431 899 CE 078 877

Faris, Ron
Lifelong Learning on the Knowledge Highway. Access to Lifelong Learning Opportunities on Canada's Information Highway. A Background Paper.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Adult Education; Adult Learning; *Computer Uses in Education; Educational Administration; Educational Attitudes; Educational Environment; Educational Objectives; Educational Practices; Educational Technology; Educational Trends; Empowerment; Foreign Countries; *Internet; *Lifelong Learning; Nonformal Education; Postsecondary Education; Trend Analysis
IDENTIFIERS- *Canada; Learning Organizations; United Kingdom; United States

This report examines access to lifelong learning opportunities on Canada's information highway. The report begins with a glossary and a learner-centered model in which the information highway links learners with learning opportunities provided through educational institutions, community organizations, government, and business and industry. Presented next is an overview of the economic, technological, social, and education and training-related factors that have led to recognition in Canada and worldwide of the leading role that lifelong learning must play in preparing individuals for the competitive, information-based global economy of the 21st century. The following three challenges facing Canada as it develops a lifelong learning system are discussed: (1) economic and social restructuring; (2) situational, dispositional, and institutional barriers to lifelong learning; and (3) learning models in response to new learning technologies. Trends and best practices in lifelong learning, the formal education sector, and nonformal education sector are reviewed. Next is a "made in Canada" response to the challenges. Included in the response are a conceptual framework and goals for lifelong learning in Canada. Appended are the following: barriers to learning identified in a 1982 survey; goal summary of a lifelong learning framework; overview of lifelong learning in the formal and nonformal sectors; and selected bibliography. Contains 39 references. (MN)

ED 431 900 CE 078 878

Professional Development and Learning Technologies: Needs, Issues, Trends and Activities = Le perfectionnement professionnel et les technologies d'apprentissage: Besoins, problems, tendances et activities.
PUB DATE- 99
NOTE- 260p.; Report prepared by Roberts & Associates.
LANGUAGE- English; French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -

are how the contractors demand and measure success in two of the four strategy areas--client commitment and client placement in a job with long-term potential--and the need pointed out in the study's results for a stronger focus on performance and accountability in both areas. Testimony includes statements, letters, and other materials submitted for the record by the following: Representatives in Congress from the States of Virginia, Tennessee, Connecticut, and New York; Associate Directors, Education and Employment Issues, GAO; Deputy Inspector General and Assistant Inspector General, Department of Labor (DOL); Director, Office of Job Corps, DOL; and individuals representing the Clearfield Job Corps Center; Hubert H. Humphrey Job Corps Center; and David L. Carrasco Job Corps Center. (YLB)

ED 431 917   CE 078 934

Job Corps Oversight Part II: Vocational Training Standards. Hearing before the Subcommittee on Human Resources of the Committee on Government Reform and Oversight, House of Representatives, One Hundred Fifth Congress, Second Session (July 29, 1998).
PUB DATE- 99
NOTE- 110p.; For Part I, see CE 078 933.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *At Risk Persons; *Federal Programs; Hearings; *Job Placement; *Job Training; Program Effectiveness; *Recruitment; Standards; Vocational Education; Youth Programs
IDENTIFIERS- Congress 105th; *Job Corps

This congressional hearing continues the House's oversight of the Department of Labor's (DOL's) Job Corps program, focusing on the fourth element of successful job training, maintaining a vocational curriculum that reflects current and future job opportunities. It reviews findings of a General Accounting Office (GAO) study that found the program performance measures may seriously overstate actual Job Corps performance and gave such examples as definition of those who finish only a portion of a vocational curriculum as completers and questionable, even preposterous, attribution of training-related job placements. Testimony includes statements, letters, and other material submitted for the record by the following; Representatives in Congress from the States of Maine, Connecticut, and New York; National Director, Job Corps; Director, Office of Job Corps, DOL; and individuals representing the GAO; Home Builders Institute; Plasterers and Cement Masons Job Corps Training Program; Potomac Job Corps Center, Washington, DC; and Old Dominion Job Corps Center, Monroe, Virginia.

ED 431 918   CE 078 935

Hickok, Thomas A.; Hickok, Thomas A.
Workforce Reductions. An Annotated Bibliography.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Coping; Decision Making; Dislocated Workers; Dismissal (Personnel); *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Group Dynamics; Job

Test of a Model of Team Effectiveness to Self-Managing Interdisciplinary Psychiatric Treatment Teams" (Reid A. Bates) discusses a study of a causal model of self-managing team performance that supported the hypothesized model and yielded the following findings: (1) team design factors (including task clarity, shared team mission, and leadership support) positively influenced work process; (2) interpersonal process factors did not influence work process; and (3) work process was a significant predictor of team performance. (MN)

ED 431 936 CE 078 968

Workplace Diversity Issues.
PUB DATE- 99
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Wentling and Waight (4-2) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Career Development; College Faculty; Competence; Corporations; Cultural Differences; *Cultural Pluralism; *Diversity (Institutional); *Education Work Relationship; Employed Women; Higher Education; *Labor Force Development; Models; *Organizational Climate; Qualitative Research; Research Methodology; Women Faculty
IDENTIFIERS- African Americans

This document contains three symposium papers on workplace diversity issues. "Expanding Theories of Career Development: Adding the Voices of African American Women in the White Academy" (Mary V. Alfred) questions the validity of existing career development models for women and minority groups and examines the professional development of five tenured African American women at predominantly white research universities in a study based on a life history approach. "The Relationship between Selected Variables on Diversity and the Implementation of Diversity as Successful Corporate Culture Change Programs" (Clarence E. Whittenburg, Dennis G. Tesolowski, Melissa H. Marcus, Clinton H. Isbell) reports the results of a study that support the theory that work force diversity initiatives closely aligned with affirmative action initiatives are more likely to result in backlash than those aligned with managing diversity as a business necessity. "Diversity Practitioners--Learning from Experience! Defining the Role and Related Competencies in an Emerging Field of Practice" (Terrence E. Maltbia) describes the process used to test the development and utility of a qualitative research model designed to improve understanding of the competency development process for diversity practitioners doing pioneer work in organizations. (MN)

ED 431 937 CE 078 969

Learning Organization Issues.
PUB DATE- 99
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Continuing Education; *Education Work Relationship; *Experiential

Earnings of High-Tech Employees in Taiwan" (Tung-Chun Huang) reports on a study that concludes that public training programs have no impact on participants' earnings in later jobs, but participation in private training programs does have a significantly positive effect on post-job earnings. "Training Effectiveness and Employee Output--A Regression Model Based on Training Transfer and Organization Development Variables" (Constantine Kontoghiorghes) discusses a study of the extent to which an organization benefits from its training investments, which found that stakeholder involvement, person analysis, and the training transfer climate were the most important predictors of employee output. "Only Time Will Tell: Strengthening the Link Between HRD and Firm Performance" (Laurie J. Bassi, Mark E. Van Buren) reports cross-sectional analyses of second-round data on training investments, practices, and outcomes that point to a link between investments in human capital and organizational measures of performance; longitudinal analyses strengthen this finding by demonstrating that 1996 human capital investments predict 1997 organizational performance. "Contemporary Approaches to Return on Investment (ROI) from Training" (Paul E. Brauchle, William H. Koenecke) describes methods of assessing behavior change and the value of that change and describes methods of calculating and using ROI. (YLB)

ED 431 955   CE 078 987

Human Resource Development in the United Kingdom.
PUB DATE- 99
NOTE- 35p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Career Development; Case Studies; Cross Cultural Training; Feedback; Foreign Countries; Inplant Programs; International Educational Exchange; *Labor Force Development; Lifelong Learning; Management Development; Outcomes of Education; Program Effectiveness; Teaching Styles; Theory Practice Relationship
IDENTIFIERS- *United Kingdom

These four papers are from a symposium on human resource development (HRD) in the United Kingdom. "HRD and Psychological Contracts: A Case Study of Lifelong Learning" (Graeme Martin, Judy Pate, Jim McGoldrick) explores the influence of a lifelong learning program on employee perceptions of their psychological contracts in a longitudinal case study of a major UK employer. "Comparing International HRD Practices and Experiences with Cross-Cultural Theories and Research: A Case Study of the Office for National Statistics" (Dana Bourland, Darren Short) highlights the importance of cultural issues to international HRD, identifies steps to bring international HRD organizations into line with theory, and raises issues for advancing those theories based on practitioner experiences. "Management and Career Development in the UK in Practice" (Paul Iles) does the following: (1) discusses an open systems model of management and career development (MCD); (2) identifies determinants of the amount of in-company management training, its impact on the organization, the degree to which it has achieved its objectives, and determinants of the priority given to MCD; and, (3) explores changing roles and responsibilities in MCD. "Information and Feedback Seeking in U.S. and British Human defiance in teens and working with parents, alone or in groups, to reverse problem behavior are delineated. Steps 10 through 18 are conducted with parents and their teenagers together, utilizing a family therapy model developed by Arthur Robin and Sharon Foster. Clinicians are shown how to help all family members learn to negotiate, communicate, and problem-solve more effectively, while facilitating adolescents' individuation and autonomy. Reproducible forms enable clinicians to gauge the nature, diversity, and severity of parent-adolescent conflicts; assess for oppositional defiant disorder; and evaluate parental psychological adjustment. Handouts for families reinforce crucial ideas and skills imparted in-session. (Contains approximately 250 references.) (Author/GCP)

ED 431 974 CG 029 323

Gysbers, Norman C.; Henderson, Patricia
Developing and Managing Your School Guidance Program. Third Edition.
PUB DATE- 00
NOTE- 437p.; For the first edition, see ED 323 468; for the second edition, see ED 402 535.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; Elementary Secondary Education; Guidance Personnel; *Guidance Programs; *Program Administration; Program Design; Program Development; Program Evaluation; Pupil Personnel Services; *School Counseling; *School Counselors; School Personnel
IDENTIFIERS- *Comprehensive Guidance Program Model (Gysbers)

This expanded third edition presents the authors' widely used K-12 model for planning, designing, implementing, evaluating, and enhancing content-based guidance programs. A comprehensive organizational framework useful for both reforming and establishing new guidance programs, and for improving existing programs, is provided. This edition offers new recommendations for evaluating programs, personnel, and program change results, and for using evaluation data to enhance programs that have been in place for years. Each chapter contains specific tasks to be completed during each phase of the change process, with a sample timetable for completion. Numerous examples, sample forms, letters, activity suggestions, action plans, program evaluation surveys, and observation forms are also included. Part 1, "Planning," includes the following chapters: (1) "The Evolution of Comprehensive Guidance Programs in the Schools: From Position to Program"; (2) "A Comprehensive School Guidance Program: Getting Organized to Get There from Where You Are"; (3) "A Comprehensive Guidance Program: Perspective, Content, Organizational Framework, and Resources"; and (4) "Assessing Your Current Guidance Program." Part 2, "Designing," contains: (5) "Designing the Comprehensive Guidance Program"; and (6) "Planning the Transition to a Comprehensive Guidance Program." Part 3, "Implementing," includes: (7) "Making the Transition to a Comprehensive Guidance Program"; (8) "Managing the New Program"; and (9) "Ensuring School Counselor Competency." Part 4, "Evaluating," consists of: (10) "Evaluating Your Comprehensive Guidance Program, Its Personnel, and Its Results." Part 5, "Enhancing," includes: (11) "Redesigning Your Comprehensive Guidance Program Based on Evaluation Data." (Contains 16 appendixes with samples of forms, timelines, interactionist framework. Includes a selected bibliography and addresses of relevant web sites. (Contains 11 references.) (Author/MKA)

ED 431 993 CG 029 386

Breland, Alfiee M.
The "True" Perpetrators of Violence: The Effects of the Media on Public Perceptions of Youthful Violent Offenders.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Adolescents; Educational Environment; Elementary Secondary Education; Family Characteristics; *High Risk Students; Identification; Intervention; *Mass Media Effects; Profiles; *Racial Bias; *Stereotypes; Student Characteristics; *Violence; Youth

The focus of this paper is to provide insight into the real questions to be asked and answered regarding the "true" perpetrators of school violence. Specifically, it addresses the topic of recent occurrences of school violence perpetrated by youth, along with the effect of stereotypes on perceptions of potential youth offenders. It also addresses media-created stereotypes that have served to develop public understanding of the youthful violent offender, and the manners in which current media images have allowed school officials to overlook the true violent offenders in their midst. In addition, this paper offers a more accurate profile of the youthful violent offender as well as the familial and personal traits to be used in determining "at risk" children. Finally, the essential components of programs that have succeeded in correctly identifying and assisting potential violent youthful offenders are offered. It is hoped that this paper will enlighten those who interact with youth such that they may more carefully consider their target populations and devise more appropriate means of working with young people to end violence. (Contains 31 references.) (MKA)

ED 431 994 CG 029 388

Herring, Roger D.
Career Counseling in Schools: Multicultural and Developmental Perspectives.
PUB DATE- 98
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Bisexuality; *Career Counseling; *Career Development; Counseling Techniques; Delivery Systems; Elementary Secondary Education; Evaluation; Family Influence; Futures (Of Society); Homosexuality; Immigrants; Minority Groups; *School Counseling; Special Needs Students
IDENTIFIERS- *Multicultural Counseling; Transsexuals

This handbook is a resource for counselor educators, school counselors, and other helping professionals who have not discovered an appropriate multicultural approach to career development. It is designed to enhance the school counselor's knowledge about cultural diversity and to provide appropriate survey results. Results indicated that in the beginning of the kindergarten study, many children could not write at all. At the end, all the children were writing random letters and beyond. At the beginning of first grade, all the children were either scribble writing or using random letters. At the end, all the children were using either inventive or conventional spelling. The students looked at their samples from August through March and wrote about or responded to the changes that they saw in their writing. The study recommends increasing time spent on interactive writing and encouraging all K-5 grades to use this teaching tool to improve students' writing. (Contains six references, four charts of data, samples of stages of writing, and a reflection on writing worksheet.) (SC)

ED 432 016 CS 216 791

Roberts, Patricia L.
Language Arts & Environmental Awareness: 100 Integrated Books and Activities for Children.
PUB DATE- 98
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; Annotated Bibliographies; *Childrens Literature; Class Activities; Elementary Education; *Environmental Education; Folk Culture; Junior High Schools; *Language Arts
IDENTIFIERS- *Environmental Awareness

This multi-purpose book is for teachers, librarians, and parents who want to develop children's awareness of environmental matters while building and refining their language arts skills. In response to the challenge for school districts to integrate environmental education into the curriculum, this book presents environmental awareness topics to appeal to children's curiosity, interest, and sense of action. Simultaneously, it offers language arts activities that adhere to the National Council of Teachers of English and International Reading Association standards of 1996. Over 100 books are annotated, organized for children ages 5 to 8 and 9 to 14, under 6 headings: language, listening, folk literature, reading, speaking, and writing. They cover all genres from poetry to nonfiction, with subjects ranging from pollution and global warming to activism, endangered animals, and the beliefs of North American Indians. The book includes activities for in-class and library, as well as home, use. Contains an appendix of children's periodicals, and an author/illustrator/title index and subject index. (RS)

ED 432 017 CS 216 801

Saving Time with Writing Portfolios. An Idea Book for Administrators and Classroom Teachers.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Portfolio Assessment; Student Evaluation; *Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Kentucky

Intended primarily for Kentucky classroom teachers and serving a population of approximately 58,000 students and being confronted with expectations for change from both the district and provincial government was examined. Survey data from 1762 teachers and 9,941 students in a large school district were used to explore the relative effects of transformational leadership practices on selected organizational conditions and student engagement. Results indicate that transformational leadership effects are significant, albeit weak on the affective or psychological dimension and the behavioral dimension of student engagement. The size of the effects are approximately the same as those found in two previous studies. Findings reinforce the significance of family educational culture. For the study, family educational culture replaced socioeconomic status (SES) on the grounds that it more precisely targeted elements subsumed by global SES measures. Family educational culture behaved statistically in a manner comparable to the behavior of SES in previous school-effects studies. (Contains 59 references.) (RJM)

ED 432 036 EA 029 899

Miron, Louis; Bogotch, Ira; Biesta, Gert
Moral-Ethical Leadership as Everyday Practice.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Elementary Secondary Education; *Ethics; Leadership Qualities; Leadership Responsibility; *Moral Values; Student Attitudes; Values Clarification
IDENTIFIERS- *African Americans; Postmodernism

This paper presents an alternative view of moral-educational leadership, one that is based on a postmodern perspective centered on concern for "others." It emphasizes the importance of including students' voices when constructing moral practices and contrasts modern approaches to those methods that build moral-ethical schools with postmodern assumptions. The article highlights the need to locate sources of morality and to recognize its pluralistic nature. It draws on data from high-school students at two prototypical urban schools to reinterpret students' experiences as a "dialogue with empirical evidence." The purpose is to highlight the moral potential for educational leadership inherent in students-as-others' points of view. For the study, 23 African-American students were interviewed. The students' responses were categorized into four empirical relationships: (1) morality as students' relationships with the "others" individually; (2) morality as students' relationships with the "others" collectively/socioculturally; (3) morality as students' strength of identities; and (4) morality as students' relationships with the "other" ideally. The postmodern stance allows the students' relationship to be portrayed as a reflection of multiple realities grounded in students' experiences in life. Students voiced the need for the adults near them to provide discipline and preparation for life after school. Contains 33 references. (RJM)

ED 432 037 EA 029 900

Chirichello, Michael

ED 432 055 EA 029 925

Murphy, Joseph, Ed.; Forsyth, Patrick B., Ed.
Educational Administration: A Decade of Reform.
PUB DATE- 99
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Administration; *Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; Instructional Leadership; Literature Reviews; *School Administration; School Supervision; *State of the Art Reviews
IDENTIFIERS- National Policy Board for Educ Administration; University Council for Educational Administration

This book examines the extent to which recommendations contained in a report by the National Commission on Excellence in Educational Administration have been acted on and how well they have been implemented. The 12 articles in the book are grouped under 4 sections. Part 1, "Setting the Stage," includes: (1) "A Decade of Change: An Overview" (J. Murphy and P. Forsyth); and (2) "The Reform of the Profession: A Self-Portrait" (J. Murphy). Part 2, "Tracking Change," includes: (3) "The Work of UCEA" (P. Forsyth); (4) "Causing Change: The National Policy Board for Educational Administration" (S. Thomson); (5) "Reinventing Preparation Programs: A Decade of Activity" (A. Hart and D. Pounder); (6) "The Persistent Saga: Changing Instruction and Curriculum to Better Prepare School Leaders" (E. Van Meter); (7) "Changes in Preparation Programs: Perceptions of Department Chairs" (J. Murphy); and (8) "The 'Changing' Face of the Educational Leadership Professoriate" (M. McCarthy). Part 3, "Progress to Date," includes (9) "Confronting Fundamental Transformation of Leadership Preparation" (N. Cambron-McCabe); (10) "Searching for Authentic Educational Leadership in University Programs and with Public School Colleagues" (D. Clark); and (11) "A Decade Half Full or Decade Half Empty: Thoughts from a Tired Reformer" (C. Shakeshaft). Part 4, "Concluding Thoughts," includes: (12) "A Decade of Changes: Analysis and Comment" (P. Forsyth and J. Murphy). Individual articles contain references. (RJM/AA)

ED 432 056 EA 029 926

Ramsey, Robert D.
Lead, Follow, or Get Out of the Way: How To Be a More Effective Leader in Today's Schools.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Leaders; *Leadership Qualities; Leadership Training; *Prestige

This manual is designed to help educational administrators move beyond the performance of routine management activities and function as true leaders. It offers prospective and practicing administrators alike practical lessons on how to think, act, plan, set priorities, manage time, and make decisions as an receptive to expertise provided from fellow teachers and others who have actually been in the classroom; (4) teachers find ongoing, informal types of professional development activities to be the most useful; (5) teachers feel particularly unprepared to cope with children with emotional and behavior disorders; (6) boundaries between professional development for special education personnel and professional development provided for regular educators need to be eradicated. Appendices include interview protocols. (CR)

ED 432 076 EC 307 278

Goodman, Laura, Ed.
Understanding Our Gifted, 1997.
PUB DATE- 97
NOTE- 147p.; For 1998 issues, see EC 307 279.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Style; Educational Legislation; Elementary Secondary Education; *Gifted; Home Schooling; *Individual Differences; Legal Responsibility; Personality Traits; State Legislation; Student Characteristics; Student Development; Student Rights; *Talent
IDENTIFIERS- *Perfectionism

This document consists of the four quarterly issues of the journal "Understanding Our Gifted" published during 1997. Each issue of this journal generally has a single theme in the education of gifted and talented children around which all the articles are focused. The themes of these four issues are, respectively, "Perfectionism," "Gifted Education and the Law," "Looking inside Giftedness," and "Learning Differences." Major articles are: "Life: We're In It for the Long Run" (Jim Delisle); "How To Select Educational Software" (Pat Melton); "Dealing with Perfectionism: Piaget's Dynamic Equilibrium" (LeoNora Cohen); "Perfectionism for the School Years into Adulthood: Continuing Challenges" (Sandra K. Howell); "The Perfectionist" (Monique Lloyd); "The Evolving Legal Framework in Gifted Education" (Frances A. Karnes and others); "Civil Rights for Gifted: The Emerging Role of the Office for Civil Rights" (Debra A. Troxclair); "Content Acceleration for High School Students: States-Supported Legislation" (Carol R. McCarthy); "Above & Beyond...The Legal Right To Be Educated" (Susan Winebrenner); "Homeschooling the Gifted...A Personal Introduction" (Deborah Haydock); "Gifted Children: The Heart of the Matter" (Jim Delisle); "The Pursuit of Quality: Advanced Education Program in Las Cruces Schools" (Sandra Lowry and Sara Norris); "When Children Come Home: The Process of DeSchooling" (Kathleen Schon); "Above & Beyond...The Interior World of Gifted Youngsters" (Susan Winebrenner); "Riddle Me This" (Priscilla Vail); "Reading Disorders and the Gifted Child" (Betsy Kutrumbos and Gerri Masson); "The Gifted/Syntopical Thinker" (Cal Roberts); "Creative Ventures...Happy Birthday, Cinderella" (Jerry Flack); and "Above and Beyond...Gifted Students Learn Differently from Age Peers" (Susan Winebrenner). (Some articles contain references.) (DB)

ED 432 077 EC 307 279

Goodman, Laura, Ed.
Understanding Our Gifted, 1998.
PUB DATE- 98
NOTE- 146p.; For 1997 issues, see EC 307 278.
LANGUAGE- English

Cozzens, Gary; Dowdy, Carol A.; Smith, Tom E. C.
Adult Agencies: Linkages for Adolescents in Transition. PRO-ED Series on Transition.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agencies; *Agency Cooperation; Data Collection; Delivery Systems; Developmental Disabilities; *Disabilities; *Disability Identification; *Education Work Relationship; Mental Health; Postsecondary Education; Secondary Education; State Agencies; State Departments of Education; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Individualized Transition Plans; Social Security Administration

This book is intended to be a practical reference for accessing agencies that provide transition services for students with disabilities after they exit school and for including those agencies in the transition planning process while the student is still in public school. Emphasis throughout is on interagency collaboration and the various available services. Following an overview chapter, each chapter focuses on a different agency that may provide transition support. Each chapter begins by identifying the law that mandates that agency's participation in the transition process and the agency's definition of a disability. Each chapter also includes suggested strategies for dealing with the specific agency as well as some best practices used throughout the United States. Chapters discuss the following types of agencies and programs: (1) state departments of education, (2) vocational rehabilitation, (3) the Social Security Administration, (4) mental health, (5) developmental disabilities, (6) state departments of labor, and (7) postsecondary education. The final chapter discusses interagency agreements, noting the importance of addressing agency responsibilities, referral procedures, and guidelines for accessing and exchanging tests, records, and information. Two appendices offer a sample interagency agreement and a list of national organizations and other resources. (Contains 26 references.) (DB)

ED 432 095   EC 307 300

Sitlington, Patricia L.; Frank, Alan R.
Follow-Up Studies: A Practitioner's Handbook. PRO-ED Series on Transition.
PUB DATE- 98
NOTE- 69p.; Includes a diskette, "Follow Up Studies: A Practitioners Handbook Survey Form Item Bank."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Followup Studies; *Graduate Surveys; Postsecondary Education;

teratogenic drugs, as well as from the complex caregiving environments of families with HIV. Project Risk attempted to facilitate the transition of developmental and family coordination services from tertiary AIDS centers to community early intervention services. There were three components to the RISK model: (1) direct service to assess developmental status, risk, and needs for children and families and to provide support and intervention in the community for children referred to tertiary care hospitals for "exposed not infected" status; (2) to develop a model for providing linkage to community service agencies appropriate for child and family needs; and (3) to provide education in pediatric HIV risk and infection and associated developmental and family needs to community service agencies. Materials include a study on the community service utilization of families of young children who are exposed to HIV and a directory of service for individuals and families living with HIV/AIDS in Wake County, North Carolina. (CR)

ED 432 114 EC 307 320

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973.
PUB DATE- 99
NOTE- 18p.; This document updated ED 402 724.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; *Disabilities; Disability Discrimination; *Educational Legislation; Elementary Secondary Education; Parent Rights; *Student Evaluation; *Student Placement; *Student Rights
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet outlines requirements for a free, appropriate, public education (FAPE) for students with disabilities under Section 540 of the Rehabilitation Act of 1973. Requirements include: (1) ensuring that all school age children who have disabilities are entitled to FAPE; (2) providing an appropriate education that includes educational services designed to meet the individual educational needs of students with disabilities as adequately as the needs of typical students; (3) ensuring the education of each student with a disability with typical students to the maximum extent appropriate to the needs of the student with a disability; (4) employing nondiscriminatory evaluation and placement procedures and establishing due process procedures that enable parents and guardians to receive required notices, review their child's records and challenge identification, evaluation, and placement decisions; and (5) providing a free education without cost to the person with a disability, except for fees equally imposed on typical students. The pamphlet also discusses the differences and similarities of FAPE provisions under the Individuals with Disabilities Education Act. (CR)

ED 432 115 EC 307 321

Chelberg, Gene; Harbour, Wendy; Juarez, Roberta L.
Accessing Student Life: Steps To Improve the Campus Climate for Disabled Students.
SPONS. AGENCY- Department of Education, Washington, DC.

Tsoneva-Mathewson); "Simultaneous Interpretation for Oral Fluency" (Sane M. Yagi); "Penpals to Keypals: Japanese Learners Help Arab Students To Learn English" (Hal Hennigan); "Do Learners Really Benefit from Resource Centers?" (Ian Harrison); "A Learner-Centered Approach to Assessing Listening Comprehension" (Christine Coombe, Jon Kinney); "Strategies and Techniques for Assessing Listening Skills" (Sally Ali); "Computerizing an EST Course" (Christine Cipriani); "A Critical Look at Computer-Aided Language Learning" (Christine M. Canning); "Building Bridges between Trainers and Teachers in the United Arab Emirates" (Hedi Guefrachi and Salah Troudi); "Learner Behavior in Large ESL Classes" (Mohammad Athar Khan); "Producing Culturally Sensitive Materials for Gulf Arab Students" (Lisa Barlow and Jean Floyd); and "ESP in the Arab World" (Karen Asenavage). (MSE)

ED 432 137 FL 025 895

Yim, Yoonkyung Kecia
The Role of Grammar Instruction in an ESL Program.
PUB DATE- 98
NOTE- 84p.; M.A. Thesis, California State University, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Curriculum Design; *English (Second Language); *Grammar; Higher Education; *Instructional Effectiveness; *Language Proficiency; *Language Skills; Second Language Instruction; Skill Development

A study examined the role of grammar instruction in second language (L2) learning by investigating: (1) whether L2 learners significantly improved their language skills after formal grammar instruction, (2) to what extent grammatical knowledge predicted a learner's next level of overall language proficiency, (3) to what extent grammatical knowledge is related to the four language skills (listening, speaking, reading, writing), and (4) to what degree learners at different levels of overall language proficiency differ in the way they benefit from grammar instruction. Subjects were 242 young adult students enrolled in a university English-as-a-Second-Language (ESL) program. Results suggest that the students improved significantly after formal instruction, and that grammatical knowledge is a significant predictor of the students' readiness for the next course level. In addition, grammatical knowledge seems to be a significant component in mastering the four language skills, and students at the beginning level of overall language proficiency gain more on the overall test score than do students at the intermediate or advanced level. However, the grammar competence level and interaction between the overall language proficiency level and grammar competence level could not explain the gain in overall test score. (Author/MSE)

ED 432 138 FL 025 896

Guevel, Zelie, Ed.; Clerc, Isabelle, Ed.
Les professions langagieres a l'aube de l'an 2000: Recherches pedagogiques et linguistiques en traduction, redaction et terminologie (The Language Professions at the Dawn of the Year 2000: Pedagogical and Linguistic Research in Translation, Editing and Terminology). Publication B-217.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.

(041),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Elementary Secondary education; Ethnography; Interviews; *Limited English Speaking; Mothers; *Parent Attitudes; *Parent Participation; *Severe Disabilities; *Special Education; Surveys
IDENTIFIERS- *Portuguese Speaking

A study examined Portuguese-speaking parents' involvement in and feelings about their special-needs children's education. Ethnographic interviews were conducted, in either English or Portuguese, with nine Portuguese-speaking limited-English-proficient and bilingual parents (eight mothers and one father) of severely challenged children. The report describes the study's methodology and results, and presents nine family profiles, as interpreted from the parents' statements. Themes explored include: learning for the first time about the child's disability; meeting the special needs of the child; relationships with siblings; parent attitudes about their experience; language use in the family; concern for the children's futures; family adjustments; dealing with the medical profession; second language learning; and the meaning of the experience of having a child with special needs. A section is devoted to issues in the children's education, including the nature of schooling in the United States, language and cultural barriers, school placement, educational involvement in the home, parent involvement in school, the differing roles of fathers and mothers, and facilitating involvement. Implications for educational practice are discussed. (Contains 125 references.) (MSE)

ED 432 159 HE 032 131

A Survey of Institutions Participating in the Federal Direct Loan and Federal Family Education Loan Programs: Academic Year 1997-98. Evaluation of the Federal Direct Loan Program. Volume One: Summary Report; Volume Two: Technical Appendixes.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Programs; Government School Relationship; Higher Education; National Surveys; Participant Satisfaction; Program Administration; Program Evaluation; Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This study examined the institutional satisfaction of approximately 2,250 institutions of higher education participating in the Federal Direct Loan and Federal Family Education Loan (FFEL) programs during the 1997-1998 academic year. Among major findings were: (1) both Direct Loan and FFEL institutions were satisfied with their loan programs, although FFEL institutions indicated a significantly higher level of overall satisfaction; (2) between 1996-1997 and 1997-1998 the proportion of satisfied Direct Loan schools increased from 64 percent to 71 percent; (3) between 1996-1997 and 1997-1998 satisfaction among FFEL schools increased from 83 percent to 84 percent; (4) schools participating fully in Direct Loan programs were more satisfied than schools phasing in the program, and schools participating fully in the FFEL program were more satisfied than were schools that participated in both institutions of higher education. Chapters 2 and 3 address the scope of legal control of institutional boards of trustees and describe the imperatives of sunshine laws that require state governmental organizations and agencies to operate openly and publicly. Chapter 4 is devoted to faculty employment issues. The quest for equity and diversity in employment in higher education is the focus of Chapter 5. Employment issues involving sexual harassment are addressed in Chapter 6. Chapter 7 is devoted to collective bargaining in higher education and provides the case law that sets the legal parameters for determining which collective bargaining issues are grievable. Chapter 8 is about student-institutional relationships; it examines such issues as admissions access, affirmative action, gender discrimination, discrimination surrounding disabilities, and standardized tests in admissions. Chapter 9 considers liability issues related to the student-institutional relationship. A table of cases is appended. (DB)

ED 432 180 HE 032 173

Hubbard, Philip G.
My Iowa Journey: The Life Story of the University of Iowa's First African American Professor. Singular Lives: The Iowa Series in North American Autobiography.
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Administrator Attitudes; Autobiographies; *Black Teachers; Change Agents; Civil Rights; College Administration; *College Faculty; Educational Policy; Engineering; Higher Education; Personal Narratives; State Universities
IDENTIFIERS- African Americans; *University of Iowa

This autobiography recounts the life story of an African American educator at the University of Iowa from 1965 to 1991, as its first African American professor and then as its first African American administrator. The book recounts his childhood and family relations, his student years at the university and his graduation as an electrical engineer, his employment as a teacher, and his experiences of discrimination. The professor's major accomplishments during his tenure as an administrator as establishing policies that focused on human rights and which transformed the makeup of the student body are defined, as well as its faculty and staff, by seeking to eliminate discrimination based on race, religion, or other nonacademic factors and by substituting affirmative action for the traditional old-boy methods of selecting faculty and administrators. The book is organized into four sections which cover (1) the early years (his childhood and moving to Iowa); (2) the engineering years (schooling and teaching); (3) the administrative years (dealing with issues of in loco parentis, student turbulence, human rights, and diversity); and (4) the free years (retirement). (DB)

ED 432 181 HE 032 174

Ten Public Policy Issues for Higher Education in 1999 and 2000. AGB Public Policy Paper Series, No. 99-1.
PUB DATE- 99
NOTE- 29p.; For the previous edition, see ED 412 830.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

concept. Chapters 3 and 4 trace the curricular and instructional changes that occurred in the Department of History and the School of Medicine, respectively. Chapter 5 compares and contrasts the experiences of these two units within the university. Chapter 6 concludes that the university-college structure permitted presidents and professors to strike a balance between conflicting values of teaching and research while striving for higher institutional prestige. (Individual chapters contain references.) (DB)

ED 432 199 HE 032 193

Glazer-Raymo, Judith
Shattering the Myths: Women in Academe.
PUB DATE- 99
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Development; Change Strategies; Civil Rights; *College Administration; *College Faculty; Educational Change; *Equal Opportunities (Jobs); *Feminism; Higher Education; Leadership; Promotion (Occupational); Resistance to Change; Salaries; Sex Discrimination; Tenure; Trend Analysis; *Women Administrators; *Women Faculty
IDENTIFIERS- *Glass Ceiling

Although significant advances have been made since 1970 to increase women's participation in higher education, women's equality is a myth, especially among academic leaders such as senior faculty, department chairs, deans, and administrators. Data show that academic women suffer disparities with respect to men by almost every indicator of professional status, including rank, salary, tenure, job satisfaction, and working conditions. Factors contributing to this continuing inequality include challenges to affirmative action, the corporatization of the university, and the increase in the number of non-tenure track positions. In addition, cultural, attitudinal, and structural constraints continue to inhibit women's progress. Change is needed in policy, attitude, and organizational culture and that women must take a political role in the struggle for their own success. Individual chapters have the following titles: "The Personal and the Professional: Becoming a Feminist"; "The Academic Pipeline and the Academic Labor Market"; "Leveling the Playing Field: Tenure and Salaries"; "Women in the Professions"; "Women Who Lead: The Glass Ceiling Phenomenon"; and "Implementing Change: Campus Commissions and Feminist Pedagogy". (Contains approximately 300 references.) (DB)

ED 432 200 HE 032 194

National Study of Postsecondary Faculty. NSOPF:88/93: Public Access Data Analysis System (DAS). CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- On-Line News vs. Traditional Media
DESCRIPTORS- *College Faculty; *Data Analysis; *Databases; Higher Education; *National Surveys; Optical Data Disks; *Statistical Analysis
IDENTIFIERS- *National Study of Postsecondary Faculty

This CD-ROM (for both MS-DOS and Windows) contains data from the 1993 National Study of Postsecondary Faculty (NSOPF) and all

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Technology; Evaluation Criteria; Faculty Development; Grants; Higher Education; Instructional Innovation; *Music Education; Optical Data Disks; *Portfolio Assessment; Portfolios (Background Materials); Student Evaluation; Training; World Wide Web
IDENTIFIERS- *Access to Technology; *Electronic Portfolios; Laptop Computers; Notebook Computers; Technology Integration; Valley City State University ND

Valley City State University (North Dakota) was the second university in the nation to adopt a notebook computer environment, supplying every faculty, staff member, administrator, and student with a laptop computer and 24-hour access to the World Wide Web. This paper outlines the innovations made in the music department to accommodate the infusion of technology over a period of several years. The first section describes the university decisions, grants received, and implications of both in terms of faculty training and the integration of technology into the curriculum. The second section outlines the CD-ROM electronic portfolio Title III grant and its effect on student assessment in the classrooms across campus. The music department developed several projects utilizing technology and the CD-ROM assessment project to participate in the innovations campus-wide, focusing on the following abilities and skills: (1) communication/aesthetic responsiveness (writing, math, speaking, listening); (2) problem solving (creative thinking, reasoning, decision-making); (3) effective citizenship/global perspective (teaching others, exhibiting leadership, working with diversity); (4) collaboration/wellness (responsibility, sociability, self-management); and (5) technology (selects/applies technology, acquires/organizes information). Electronic portfolio assessments and technology in music theory composition, music history, piano classes/applied lessons, and music methods projects are summarized in the third section. The final section describes future needs and concerns. (Author/AEF)

ED 432 220 IR 019 590

Hamza, M. Khalid; Alhalabi, Bassem
Teaching in the Information Age: The Creative Way!
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Creative Teaching; *Creativity; Educational Objectives; Educational Technology; Elementary Secondary Education; Imagery; *Instructional Design; Instructional Development; *Instructional Innovation; Learning Activities; Student Attitudes; Student Motivation; Student Participation; Teacher Attitudes; *Teacher Role
IDENTIFIERS- Facilitators

The mission of teachers as creative facilitators is not to assign a grade; the mission is to educate students to think, to learn, *Technological Literacy; Undergraduate Study; World Wide Web

This paper is a report on the findings of a study conducted during an undergraduate computer science class for preservice teacher educators which was restructured using constructivist principles. Qualitative analysis techniques were applied to field notes, transcripts of computer-mediated discourse, project evaluations, an interview with the professor, and student interviews. Quantitative analysis techniques were applied to an attitundinal survey and student self-evaluations of their competency related to problem solving, e-mail, word processing, spreadsheets, presentation software, and the World Wide Web. Findings indicated that students met the technical skills required in an introductory computer science course. (Author/AEF)

ED 432 240 IR 019 610

Galloway, Jerry P.
The Value of Programming in Beginning Educational Computing.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Computer Uses in Education; *Course Content; Curriculum Development; Educational History; Elementary Secondary Education; Higher Education; Holistic Approach; Introductory Courses; *Preservice Teacher Education; Problem Solving; *Programming; Skill Development; Thinking Skills; Training

This paper discusses in detail the nature of the conceptual development in beginning computing education for teachers and makes a case for the inclusion of programming experiences. The controversial nature of this perspective is addressed directly including a historical perspective. The discussion includes an account of some specific notions of computer operations, problem-solving skills, and sound computing concepts that warrant programming experiences. The nature of holistic learning for preservice teachers, the concepts of education versus training, and the demands on educators for mastery, problem-solving, and adaptability in a quickly changing world of technology are issues brought to bear on the argument in favor of programming experiences in teacher education. (Contains 19 references.) (Author/AEF)

ED 432 241 IR 019 611

Leh, Amy Sheng Chieh
Research on the Characteristics of "The Technology Course."
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Science Education; *Computer Uses in Education; *Course Content; *Educational Technology; Higher Education; *Instructional Design; Introductory Courses; School Surveys; Schools of Education;

IDENTIFIERS- Germany; Virtual Classrooms

Two years ago the educational server, learn:line, of North Rhine Westfalia started at the State Institute of School and Further Education in Soest, Germany. A special pedagogical concept was put into practice and a platform for different types of schools was built--a platform for information, communication and cooperation among teachers as well as students who could work with the same material (on this server), on the same topics, and on the same problem (from different points of view) in virtual workspaces. In addition to this, a program of in-service teacher training was started. Tutors help teachers to get familiar with new technologies, discover ways that teachers can use the Internet to prepare their lessons and how classes can work with the Internet. This in-service teacher training is meant to accompany the development and evaluation of learn:line. (AEF/Author)

ED 432 262 IR 019 632

Friedrich, Katherine R.; Armer, Laura

The Instructional and Technological Challenges of a Web Based Course in Educational Statistics and Measurement.

PUB DATE- 99

NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Graduate Study; Higher Education; *Instructional Development; Internet; Student Reaction; Teacher Education; *World Wide Web

IDENTIFIERS- *Online Courses; Web Sites

This paper describes the development of the Web site for a graduate course in statistics and measurement, and offers recommendations for future continued development of this and other Web-based courses within the field of education. The site was initially designed to supplement the course as it was currently being taught. An overview of the basic structure of the Web site and how specific units are being converted to be delivered online is presented. As a part of a formative evaluation, students enrolled in the class were surveyed regarding their perceptions of the Web site and how it had contributed to their educational experiences. Although apprehensive at first, student response to the Web site was very positive. (Author)

ED 432 263 IR 019 633

Lansford, Carl E.

Using Pre-test/Post-test Data To Evaluate the Effectiveness of Computer Aided Instruction (A Study of CAI and Its Use with Developmental Reading Students).

PUB DATE- 99

NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

quantifies collaborative interaction. The coding design was partially based on ProjectH, a research study from 1992-94 involving a large number of collaborators from several countries who worked together to study worldwide collaborations on the Internet. This study looks in depth at the interaction of ten graduate students, enrolled as Internet-based students in a course at Southwest Texas State University, who communicated through the German-based system, Basic Support for Collaborative Workstation (BSCW) during September, 1998. E-mail messages from Internet-based students were also coded. Specifically, the study focused on the following questions: (1) How many students from the Internet-based class participated in the BSCW system? (2) Do some students use the system more frequently than others in a one-month period? (3) What were the e-mail variations? (4) What were the basic problems students had related to the BSCW system? (5) Were students satisfied with the course? and (6) By the end of the course, what were the variations of participation in the BSCW system? Final observations were made regarding student interactions throughout the course. (Author/AEF)

ED 432 283 IR 019 653

Heflich, David A.; Rice, Margaret L.
Online Survey Research: A Venue for Reflective Conversation and Professional Development.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; *Educational Research; *Electronic Mail; Elementary Secondary Education; Faculty Development; Internet; *Interviews; *Mail Surveys; *Qualitative Research; *Research Methodology; Teacher Surveys
IDENTIFIERS- *Reflective Inquiry

Educational research has long been conducted at a distance: both mail and telephone have successfully been used in survey research. The development of the Internet offers yet another medium over which research can be conducted. This study discusses the use of electronic mail as a vehicle for conducting educational research. It focuses particularly on the way in which electronic mail can be used to engage in reflective dialogues which yield deep, qualitative data. The research methodology is presented along with examples of the dialogue that emerged from the semi-structured interview protocol that was used. Subjects were 25 K-12 educators from schools in 16 states and six countries. Interview questions were sent by e-mail to each participant. Results indicated that e-mail is a viable method for obtaining reflective data from participants. (Contains 30 references.) (Author/AEF)

ED 432 284 IR 019 654

Huang, Shwu-yong L.; Padron, Yolanda N.
Preservice Teachers' Perceived Effectiveness of Technology Resources: A Cross-National Study.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio,

Educational Technology; Emotional Disturbances; *Faculty Development; High Schools; Higher Education; *Inservice Teacher Education; *Internet; Interviews; Learning Disabilities; Qualitative Research; *Special Education; Special Education Teachers; Use Studies
IDENTIFIERS- Teacher Needs; *Technology Integration; Technology Utilization

This paper is a report on the findings of a study conducted in a graduate level course for teaching and learning with the Internet for high school teachers working with students having severe learning and emotional disabilities. Qualitative interview data were used to explore issues throughout the course as teachers used information in their classrooms. The results indicate that ongoing inservice education needs to be specific to identified classroom needs. Teachers integrating technology into the special education classroom face an extremely diverse student body. There should be ongoing development for teachers as they work through teaching and learning with the Internet in their classrooms. Results also indicate that it is important to realize how special education teachers can use the tool in their classrooms, and to understand why they use the Internet and what it accomplishes for their own personal teaching and learning needs. (Author/MES)

ED 432 304   IR 019 674

Tu, Chih-Hsiung
Database, Collaborative Learning, and Internet.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584. Figures contain very small font and may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Constructivism (Learning); *Cooperative Learning; Database Design; *Database Management Systems; Databases; Higher Education; *Instructional Design; Teacher Education; *World Wide Web
IDENTIFIERS- Collaborative Learning; Technology Integration

World-Wide Web-based instruction (WBI) has become a powerful tool in recent years. However, WBI utilizing a constructivist theoretical framework has not been explored. A database-driven WBI is the solution for this implementation. Another critical issue is the difficulty encountered in creating, editing, and maintaining WBIs, particularly for those lacking experience in HTML creation. Internet for Teachers, a hybrid televised and Internet graduate level course, is designed with the integration of database-driven instruction. The database manages student publishing, an online grade book, and final projects. This program does not require the instructors or the students to be familiar with Web page creation. (Author/MES)

ED 432 305   IR 019 675

Aschermann, Jerry R.
Electronic Portfolios: Why? What? How?
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English

This paper describes the extent to which California has met its three commitments for community colleges: restoring access, improving funding per student, and funding facilities needs. With regard to restoring access to higher education and workforce preparation, there was an increase in the participation rate from 58/1000 adults in California to 61/1000 (fall 1995 and fall 1998 respectively). The State is attempting to increase access and participation to 73/1000 adults by 2005. In terms of improving funding per student, the State is considerably behind: In 1995-1996 the national average of per-student funding was $6,022 at the community college. California's community colleges were funded at $3,533 per student in the same year. California hopes to reach $6,500 per-student funding by 2005; however, the national average of per-student funding is projected to be over $8,000 by 2005. The legislators approved a number of funding measures for facilities needs, which provided local and state funds for restoration, maintenance, and new facilities. A call is made for California to commit to shared governance models, increase the use of and training in technology, increase the overall budget, and successfully implement the Partnership for Excellence program. California should resolve the full-time/part-time faculty issue, recommit to diverse communities, increase transfer and program completion, increase marketing, develop more partnerships, and improve student learning and leadership development. (TGO)

ED 432 325   JC 990 451

Student Attendance Accounting Manual, 1996.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Attendance Patterns; *Attendance Records; *College Attendance; *Community Colleges; *Educational Policy; Enrollment Influences; Enrollment Trends; Foreign Students; Full Time Equivalency; In State Students; Out of State Students; *Residence Requirements; School Schedules; *State Legislation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report documents student attendance in California's community colleges. It begins by outlining the requirements for academic calendars as they relate to student attendance. It then defines who is admissible to community colleges in California and classifies all of the possible enrollment statuses one may take. The first chapter defines which courses and course activities may count toward the institutional student attendance records. Chapter 2 describes residency regulations and requirements. It begins by defining general terms and then determines the boundaries of and the exceptions to general laws and criteria for residency and non-residency requirements. Chapter three focuses on full-time equivalent students and how they should be reported in data files. Classification for reporting hours of attendance are outlined based upon sub-categories of courses and course activities. The fourth chapter discusses audit accountability, and recommends that institutions have three categories of records: (1) permanent records--annual reports and student records; (2) optional records; and (3) disposable records--records basic to

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Faculty; Community Colleges; Evaluation Methods; Faculty Development; *Faculty Evaluation; Faculty Promotion; *Teacher Administrator Relationship; Two Year Colleges; Work Environment
IDENTIFIERS- *Itawamba Community College MS

To maintain a high level of trust between faculty and administration at Itawamba Community College (ICC), a system of faculty evaluation for purposes of contract renewal has been developed. At ICC, the faculty review process, a system for the improvement of teaching and learning, is defined as a different function. This report provides an overview of the faculty review and evaluation processes. The evaluation process at ICC is characterized by the following: it is short, it is data-driven and quantifiable, it is clear, it is fair, it reflects the accountability that is the hallmark of the new millennium, and it has meaning. The components used in the evaluation are driven by the job description. Points are assigned to the following components of the process: (1) teaching, which includes student ratings of instruction and advising, material preparation, recordkeeping and instructional management, advising, and student retention yield, accounts for 75 percent; (2) service to the college accounts for 10 percent; (3) service to the profession or industry accounts for 5 percent; and (4) other expectations (professional development), which includes creative and/or scholarly production (academic faculty) and compliance with standards established by external agencies (technical/vocational faculty), accounts for 10%. Attached to the report are a timetable of retention activities for the fall and spring semesters, and an administrative evaluation form. (VWC)

ED 432 345 JC 990 479

Comments for President Lancaster Concerning Economic and Workforce Development Issues Facing Community Colleges.
PUB DATE- 99
NOTE- 8p.; Presented at the Workforce and Economic Development Discussion, February 1999, Chapel Hill, NC. The title words "comments for" should apparently have read "comments by" or "comments from."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Economic Development; Economic Impact; Educational Change; Educational Planning; *Educational Technology; *Institutional Role; *Labor Force Development; *Long Range Planning; Partnerships in Education; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System; Workforce Investment Act 1998

This document presents the comments of the president of the North Carolina Community College System regarding economic and workforce development issues facing the community colleges. He states that North Carolina is a leading manufacturing state today in an economy that is increasingly being refocused on information-based services. From an economic development perspective, the shift toward a knowledge economy places greater not less importance on workforce development and the role of the community colleges. He contends that even though

European Union member states (descriptions of VET systems, statistical indicators of effectiveness, VET funding, innovation in VET, and VET quality); projects serving European mobility and exchanges (transparency of qualifications, needs and problems of mobility in Europe; and VET scenarios and strategies); thematic networks (network on trends, qualifications, and occupations; and training of trainers network); exchange and dialogue (Study Visits Programme, Agora Thessaloniki, partnerships in policy and development, and support for research cooperation); and information collection and dissemination (CEDEFOP publications, library and documentation service, CEDEFOP's Electronic Training Village, translation services, terminology coordination, conference and interpreting services, public relations, and activities of CEDEFOP's Brussels office). Appended are the following: CEDEFOP publications in 1998, information about CEDEFOP's financial and human resources in 1994-1998, and a list of members of CEDEFOP's management board. (MN)

ED 431 882 CE 078 832

Noll, Cheryl L., Ed.; Graves, Pat R., Ed.
Business Education Index, 1998. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1998.
PUB DATE- 98
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Business Administration; *Business Education; *Citations (References); Communications; *Curriculum; Educational Policy; Educational Practices; *Educational Research; Individual Development; Job Training; Journal Articles; Organizational Development; Postsecondary Education; Scholarly Journals; Teaching Methods; Word Processing

This book contains approximately 1,200 entries indexed from 1998 business education and related publications that are a minimum of 10 pages in length, contain at least 3 substantive articles (preferably research based), and are readily available in business education libraries. All entries consist of these parts: title, author(s), publication, volume and number, inclusive pages, and date. Articles are arranged in alphabetical order by 12 major subject categories and then by subcategories. Each article is indexed under at least one and no more than four subjects. Subject categories include the following: basic business, communications, curriculum, document design and production, general educational issues, information systems, office management, personnel issues, research methodology issues, teaching issues, teaching strategies, and training and development. Entries are also indexed by author. (KC)

ED 431 883 CE 078 839

Vocational Education and Training in Europe on the Threshold of the 21st Century. UNEVOC-OEEK Symposium in Preparation for the International Congress on Technical and Vocational Education (2nd, Crete, Greece, September 23-26, 1998).
PUB DATE- 98
NOTE- 113p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English

Research/Technical (143)
DESCRIPTORS- Community Programs; Corporate Education; Delivery Systems; Distance Education; *Educational Needs; *Educational Opportunities; Educational Practices; Educational Resources; *Educational Technology; *Educational Trends; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Internet; Labor Force Development; Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Private Schools; *Professional Continuing Education; Resource Materials; State of the Art Reviews; Training Methods; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Canada

This document is the product of a three-part research effort to create an information base to help front-line practitioners incorporate learning technologies into their classroom and distance professional development activities and programs. The report details the objectives, procedures, and results of the three research projects. Research methods included a review of pertinent Canadian, U.S., and world literature and interviews with 46 leaders in the field of education and training technology conducted for the following purposes: identify education and training practitioners' professional development needs in the areas of learning technologies; summarize current issues and trends in professional development practices for educators in the area of learning technologies and identify (by sector) "clusters" of objectives around which professional development activities are organized; and develop an English and French database containing existing professional development opportunities across Canada. The report recommends the following actions: discipline- and profession-based professional development opportunities delivered using the technologies; ongoing support for technology renewal/updating of educators and trainers; dialogue and debate on the value, nature, and objectives of teaching/learning and the role of learning technologies; and hardware, software, and technology infrastructure. The document contains 101 references. Appended are lists of the following: members of the Professional Development and Learning Technologies Working Group; telephone interviewees; selected conferences; selected professional development workshops and seminars; selected formal study programs and courses; and 277 books, journals, websites, listservs, and organizations concerned with professional development. English and French versions of the report are included. (MN)

ED 431 901 CE 078 879

Rose, Amy, Comp.
Annual Adult Education Research Conference Proceedings (40th, DeKalb, Illinois, May 21-23, 1999).
PUB DATE- 99
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Development; *Adult Education; Adult Learning; Adult Literacy; American Indians; Consumer Education; Cross Cultural Studies; Developing Nations; Distance Education; Educational Quality; *Educational Research; English (Second Language); Faculty Development; Females; Feminism; Foreign Countries; Higher Education; Homosexuality; Informal Education; Instructional Materials; Labor Force Development; Learning Strategies;

Layoff; *Labor Force; Labor Turnover; Literature Reviews; Organizational Climate; *Reduction in Force; Strategic Planning

This report, which is based on a review of practitioner-oriented sources and scholarly journals, uses a three-part framework to organize annotated bibliographies that, together, list a total of 104 sources that provide the following three perspectives on work force reduction issues: organizational, organizational-individual relationship, and individual. Part 1 includes annotations of 42 articles and books that focus on strategy, policy, and/or decision making. Provided in part 2 are annotations of 43 articles and books devoted to the impact of individual- and group-level thoughts, feelings, and behaviors on organizational functioning before, during, and after the downsizing process. Part 3 contains 19 annotations of articles and books that concentrate on the effects of job loss on individuals, including the perceived threat of job loss, with special attention on the ways job loss affects personal well-being and the different ways different individuals cope with job loss. Appended is a list of 101 bibliographic entries referring to articles that have been deemed not directly within the purview of the review but nevertheless valuable resources for further reference. Author and title indexes are included. (MN)

ED 431 919 CE 078 936

McKinnon, Cole; Capone, Martha
Designing a Staff Development Program and Subsequent Handbook for Use at Woburn Nursing Center: A Long-Term Care Facility of Salter Healthcare Services.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Cooks; Dietitians; Housekeepers; Inservice Education; Laundry Drycleaning Occupations; *Long Term Care; *Material Development; Nurses; Nurses Aides; Nursing Education; *Nursing Homes; Occupational Home Economics; Program Development; *Staff Development; Therapists

Woburn Nursing Center (WNC), a private nursing home owned and operated by Salter Healthcare Services (SHS), developed an integrated, comprehensive staff development program and handbook. A literature review focused on staff needs, responsible agent, and handbook development. The following activities were undertaken: a review of ERIC documents, journals, and tests relating to staff development programs; examination of handbooks from local nursing homes; consultation with staff development coordinators from other Salter Homes for program content; solicitation of input from professional peers working in specialty positions; and review of Commission for the Accreditation of Rehabilitation Facilities, Joint Commission on the Accreditation of Health Care Organizations, state, and federal standards and regulation manuals, and facility documents. The development phases of the handbook were conceptualization and design; initial draft; revision; preparation of complete draft; and final review and revision. (The report contains 25 references and the staff development handbook. Seven sections cover the following: SHS; staff development program guidelines; orientation program; staff

Learning; *Individual Development; *Labor Force Development; Models; *Organizational Development; Predictor Variables; Recognition (Psychology); Systems Development
IDENTIFIERS- *Learning Organizations
This document contains four symposium papers on learning organization issues. "How Action Learning Builds the Learning Organization: A Conceptual Analysis" (Michael Marquardt, Ty Alexander) is a systematic examination of four subsystems of learning organizations (learning dynamics, organization renewal, people empowerment, knowledge management) and how action learning builds each subsystem. "Enhancing Individual and Organizational Learning: A Sociological Model" (Andrea Casey) proposes a theoretical model of organizational learning that is based on the sociological work of Talcott Parsons, defines organizational learning as a dynamic process of knowledge creation, and integrates and addresses the learning needs of individuals and organizations. "Predictors of Learning Organizations: A Human Resource Development Practitioner's Perspective" (Orlando V. Griego, Gary D. Geroy) reports on a study of 48 human resource development professionals' perceptions that identified these two predictors of learning organizations: (1) rewards and recognition and (2) training and education. "Action Learning and Systems-level Continuous Learning" (Judith A. O'Neil) discusses the results of an evaluation of an ongoing 2-year action learning program at a major northeastern utility company that demonstrated how action learning can help create the capacity for systems-level continuous learning. (MN)

ED 431 938 CE 078 970

Managers and Learning.
PUB DATE- 99
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; Adult Education; Critical Thinking; Education Work Relationship; *Employer Employee Relationship; Employment Practices; *Labor Force Development; Labor Turnover; *Leadership Qualities; Literature Reviews; *Management Development; *Managerial Occupations; Models; Organizational Development; Organizational Objectives; Supervisory Methods; Supervisory Training
IDENTIFIERS- Expatriate Executives; Facilitative Leadership; Learning Organizations
This document contains four symposium papers on managers, learning, and human resource development (HRD). "Expatriate Managers and HRD: The Missing Link" (Teresa M. Palmer, Iris I. Varner) reviews the literature on selection, training, retention, and organizational strategy related to expatriate assignments and presents a model that ties international HRD to organizations' strategic goals and mission. "Managerial Practices to Facilitate Learning within Learning Organizations" (Andrea D. Ellinger) reports selected findings of a qualitative critical incident study of the multiple ways managers who perceive themselves to be facilitators of learning actually facilitate employee learning. "Operationalizing the Organizational Model of Managerial Employee Persistence" (Lisa Hanes Netzley, Shari L. Peterson) discusses the processes that were used to validate the Organizational Model of Managerial

Resources Development and Training Settings" (K. Peter Kuchinke, Darren C. Short) presents results from rating forms indicating differences in perception of teaching styles and source, frequency, and usefulness of information regarding performance feedback and learning objectives. It suggests adult learners self-regulate in learning situations to a greater degree than instructors anticipate. (YLB)

ED 431 956   CE 078 988

HRD Professional Development.
PUB DATE- 99
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963. Paper by Ovaice and Wentling (24-2) is not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Students; Bachelors Degrees; Colleges; Comparative Analysis; Demography; Distance Education; Higher Education; *Labor Force Development; Mentors; Needs Assessment; Partnerships in Education; *Professional Development; *School Business Relationship; Student Characteristics; Student Participation; Teacher Improvement

These three papers are from a symposium on human resource development (HRD) professional development. "Mentoring as a Tool for Faculty Development: Predicting Positive Outcomes for Mentors" (Ellen J. Mullen, John Van Ast, Harry Grant) describes a study of the relationship between mentoring outcomes and mentoring activities and mentor and mentee characteristics. It reports that female mentors and those who served more psychosocial and vocational functions reported greater benefits and that among mentees, only hours spent with one's mentor was a significant predictor of mentoring benefits. "A Corporate-University Partnership for the Development of HRD Professionals: A Case Study" (Marijke Kehrhahn, Rudolfo Verrilli) reports the implementation and outcomes-to-date of a strategic partnership for development of HRD professionals and scholars that was designed using Jacobs' guidelines for HRD collaborations and analyzed using current partnership-building theory. "Employed Adults in a B.S. Ed. HRD Program Option: Who Are These Students and Why Are They Here?" (Hui-Chin Chu, Ana Martinez, Barbara E. Hinton) discusses a descriptive study to determine whether demographics of students in a distance learning HRD bachelor degree-completion program are consistent with those of the "new adult learner" as identified in the literature and whether factors influencing student participation in this program are consistent with findings in a previously conducted needs assessment of potential students. (YLB)

ED 431 957   CE 078 989

Changing Workplace.
PUB DATE- 99
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Business; Business Administration; Career Development; Dislocated Workers; *Employed Women;

surveys, policy, position guides, procedures, letters, and other nonguidance activities.) (GCP)

ED 431 975 CG 029 325

Students and Psychotropic Medication: The School's Role. A Resources Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Counseling; Diseases; Elementary Secondary Education; *Mental Disorders; School Personnel; *School Role; Students
IDENTIFIERS- Monitoring; *Psychotropic Medication; Side Effects

School professionals encountering students on medication are confronted with a variety of procedures and issues related to medication administration, monitoring, and effects. This resource aid is designed to provide a brief overview guide to this topic and some procedural tools. Section 1 provides an overview perspective, guidelines, and tools related to a school's role in administering and monitoring medication, educating school staff about medication, and providing guidance for students on medication. Section 2 highlights major medications and their side effects, with emphasis on those prescribed for prevalent diagnoses encountered in schools, such as attention deficit-hyperactivity disorders, conduct disorders, anxiety disorders, depression and bipolar disorders, Tourette's syndrome, psychoses, pervasive developmental disorders, functional enuresis, asthma, and epilepsy. The final section outlines resources for information and support, including Internet sites, centers, agencies, advocacy groups, and relevant publications. (MKA)

ED 431 976 CG 029 326

Screening/Assessing Students: Indicators and Tools. A Resources Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling; Elementary SEcondary Education; *Evaluation Methods; Family (Sociological Unit); High Risk Students; Interviews; Mental Disorders; *Mental Health; Parent Child Relationship; *Screening Tests; Student School Relationship
IDENTIFIERS- *Psychosocial Factors

This resource aid is designed to provide some materials relevant to screening students experiencing mental health, psychosocial, and substance abuse problems. Section 1, "Initial Problem Identification," is a summary of indicators designed for use as career development interventions with special population students. This book combines the themes of the relation of changing demographics to sociocultural and psychocultural imperatives in schools; the balance between universalism and cultural pluralism; the resilience and adaptation of ethnic and cultural student groups; and the ethnic and cultural status as stressors on the normal development of school-age youths. It presents explicit interventions, assessment techniques, and information services for successful career counseling with diverse, school-aged populations. It addresses the unique career concerns of immigrant students; gay, lesbian, and bisexual students; and students with physical, mental, or medial challenges. Each chapter contains experiential activities that can be adapted to various ages, grade level, and learning styles. (Contains an extensive reference list and an index.) (MKA)

ED 431 995 CG 029 391

Canter, Andrea S., Ed.; Carroll, Servio A., Ed.
Crisis Prevention and Response: A Collection of NASP Resources.
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bullying; Children; *Crisis Intervention; Death; *Educational Environment; Elementary Secondary Education; Grief; Mass Media Effects; Parent Participation; *Prevention; Resilience (Personality); Resources; *School Psychologists; Suicide; Violence; Weapons; Youth
IDENTIFIERS- National Association of School Psychologists; Traumas

This collection of resources is a response to the unprecedented crises for school children, staff, and communities in 1997-1998. It is based on and is an expansion of the November 1998 issue of "Communique," a book of handouts, and other National Association of School Psychologists (NASP) publications. This packet contains the applied knowledge needed by professionals to successfully protect and support children, families, and staff when tragedies or disasters occur. Section 1, "Violence: Issues and Prevention," includes 15 articles adapted from a variety of previously published sources. Topics covered are: bullying, school violence, guns, peacemaker programs, warning signs of student violence, topics for anti-violence seminars, strategies to reduce violence, and NASP resolutions. Section 2, "Crisis Response Strategies," covers issues of best practices, response plans, practical suggestions in dealing with death, various guidelines for educators and communities, checklists, and handouts. Section 3, "Suicide," contains five articles on recognizing ideation and behaviors, best practices in intervention, response programs, information for parents, and a handout. Section 4 "Lessons Learned," includes seven articles covering occurrences in Paducah, Jonesboro, Edinboro, Springfield, and Richmond. Section 5, "Symptoms, Reactions, and Protective Factors," includes six articles on grief, childhood trauma, caretaker reactions, stress information, and a list of questions to aid in estimating severity of reactions to death. Section 6, "Resources," contains additional information on safe schools, crisis resources on line, and five sample notification letters. (AVC) administrators, this idea book first identifies three major issues that members of the Writing Advisory Committee felt should be addressed so that writing instruction will not suffer because of use of the writing portfolio. The broad issues emphasized in the idea book are for teachers to: (1) work with administrators, school-based council, and other teachers to encourage school and district support for quality writing instruction; (2) incorporate writing tasks into all subjects, making them a routine part of instruction; and (3) use technology in more efficient and effective ways. The idea book defines these issues more closely, with examples included, in its next two sections: "District/School Commitment for Successful Writing Program" and "Time Saving Strategies during the Writing Process." The resource suggestion section cites three Kentucky Department of Education materials and eight Kentucky Educational Television videos, as well as seven books used as workshop materials. (NKA)

ED 432 018 CS 216 803

NCTE Position on Class Size and Teacher Workload, K-College.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Size; Elementary Secondary Education; *English Instruction; *Faculty Workload; Higher Education; Instructional Effectiveness; *Language Arts; Literacy; Position Papers; *Teacher Student Ratio; *Teaching Conditions
IDENTIFIERS- *National Council of Teachers of English

Based on the premise that the challenges of incorporating the necessarily high standards to be literate in today's world require future citizens and the educational community to reconsider the number of students assigned to teachers of English language arts, this National Council of Teachers of English (NCTE) position paper outlines what students need to succeed, i.e., what all students have a right to and what kind of teachers they have a right to. The paper pinpoints relevant facts and challenges, and provides goals and strategies to reduce teacher workload and increase the quality of literacy education at all levels, advocating a 3-pronged approach: reduce the class size and workload; hire qualified professional teachers; and provide strong professional development. Separate statements are presented on class size and teacher workload for each educational level, and a 5-year plan is recommended for the secondary level. Contains a 20-item selected bibliography. (NKA)

ED 432 019 CS 216 815

Guide to Commercially Prepared English Language Arts Inventories for Illinois Educators, Schools and Districts.
PUB DATE- 99
NOTE- 48p.; Compiled by the Right to Read: Best Practices and Resources Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education;

Building Capacity for Change: Transformational Leadership for School Principals.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual International Congress for School Effectiveness and Improvement (12th, San Antonio, TX, January 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Leaders; Leadership Styles; *Principals; School Effectiveness; *School Organization; Teacher Attitudes
IDENTIFIERS- *New Jersey; *Transformational Leadership

This paper examines transformational leadership, defined as follows: an influencing relationship between inspired, energetic leaders and followers who have a mutual commitment to a mission that includes a belief in empowering the members of an organization to effect lasting change. The article presents the results of a qualitative and quantitative study by M. P. Chirichello that analyzed and identified characteristics of the preferred leadership styles of principals in selected, successful public elementary schools in New Jersey. The purposes of the study were to analyze and identify the preferred leadership styles of principals in these schools, describe the schools' organizational climates, examine the relationships between principals' preferred leadership styles and the characteristics of transformational leadership, and explore the relationship between the preferred leadership styles in successful schools and the teachers' perceptions of the organizational climates in the schools. The study drew on indepth and detailed analyses of teachers' perceptions of their schools' organizational climates. The results indicated an apparent relationship between the preferred leadership style of principals and transformational leadership. The article offers suggestions for ways in which transformational leadership can facilitate change and for implementing a more collective design for school governance. Contains 39 references. (RJM)

ED 432 038 EA 029 901

Duncan, P. Kay; Seguin, Cynthia Anast; Spaulding, Wendy
The Perfect Match: A Case Study of a First Year Woman Principal.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Principals; Case Studies; Educational Change; Elementary Secondary Education; Females; *Instructional Leadership; *Leadership Styles; *Principals; Resistance to Change; School Administration; Teacher Attitudes; *Women Administrators
IDENTIFIERS- Texas

This paper presents a case study illustrating the experiences of a first-year elementary-school principal. It follows her through her 18 months on the job, and analyzes the factors contributing to her ouster. The data for the study were gathered through two interviews with the principal and effective leader. The text focuses on ways to make a positive organizational climate a top priority and offers advice on ways to motivate staff to work hard and strive toward school improvement and student learning. It shows how to decide which decisions are best made in the office and which ones are best delegated. The book is organized into 14 chapters which focus on strategies for making decisions, generating good ideas, planning for the future and planning for success, getting the most out of people, changing things, spending time more effectively, handling politics, dealing with setbacks, thinking like an effective school leader, looking and acting like an effective school leader, using the tools of leadership, communicating to education stakeholders, and applying ethics for today's situations. The book also features a chapter on what Machiavelli can teach today's school leaders. Each chapter contains school-tested advice of what readers need to know to become effective leaders. (RJM)

ED 432 057 EA 029 927

Achilles, Charles M.
Let's Put Kids First, Finally: Getting Class Size Right.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Class Size; Classroom Environment; Educational Change; Educational Improvement; Elementary Secondary Education; *Small Classes; State of the Art Reviews; *Student Welfare
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

This book contains vignettes and observations provided by teachers who conduct small classes in primary grades. Designed for school leaders, teachers, administrators, students, and others who care about the future of education, the text presents findings from the Student Teacher Achievement Ratio (STAR), the DuPont Study, and the Lasting Benefits Study. It offers first-hand observations that demonstrate specific applications of teaching and learning in a small classroom, and the positive effects and lifelong outcomes that originate in small classes. The material is divided into 10 chapters. Chapter 1 provides a synopsis of Project STAR and gives an analysis of class size and its consequences. Recent antecedents of class-size interest are explored in chapter 2, followed in chapter 3 by an explication of the importance of observing teaching in action. Chapter 4 outlines studies that examined various-sized classes, and chapter 5 relates lessons learned from small classes. The next two chapters focus on the benefits of small class sizes and discuss teaching in small classes and the issues that surround small class instruction. The last three chapters examine public perceptions of the class-size debate, the problems in implementing improved teacher-student ratios, and the evidence that shows class size does matter. (Contains an index, suggested readings, an annotated bibliography, and approximately 145 references.) (RJM)

ED 432 058 EA 029 928

Brown, John L.; Moffett, Cerylle A.
The Hero's Journey: How Educators Can Transform Schools and Improve Learning.
PUB DATE- 99
NOTE- 206p.

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; *Gifted; *Intelligence; *School Choice; Special Schools; *Student Development; *Student Evaluation; Student Needs; Talent

This document consists of the four quarterly issues of the journal "Understanding Our gifted" published during 1998. Each issue of the journal generally has a single theme in the education of gifted and talented children around which all the articles are focused. The themes of these four issues are, respectively, "Educational Options," "Intelligence Revisited," "Asynchrony," and "Curriculum". Major articles are: "Unraveling a Mystery of Modern Schooling" (John Taylor Gatto); "School for Gifted Students: Refuge or Reformatory" (F. Richard Olenchak); "Educating for Identity: Developmental Attention and Personalized Learning at Roeper School" (Lorene Porter); "A Public School Option" (Abigail Marshall); "University School at the University of Tulsa" (Pat Hollingsworth); "The Center for Education Enrichment: Providing a Model for Supplemented Homeschooling" (Marlo Rice and Annette Revel); "Getting Your Child the Right Education: Tips for Effective Advocacy" (Hope Sargeant); "Issues in Assessing the Highly Gifted" (Miraca U. M. Gross); "Assessing Gifted Children" (Julia Osborn); "The Nature of Intelligence" (Barbara Carroll); "A Boy, an Island and His Journey" (Neal Brodsky); "Creative Ventures...Thinking about Thinking, Creatively: Using Quotations with Gifted Students" (Jerry Flack); "The Balance Uneasy: Asynchronous Development in Gifted Children" (Younghee M. Kim and LeoNora M. Cohen); "Asynchrony Personified" (Laura Goodman); "Asynchrony and the Gifted" (Jane Piirto); "Giftedness: The Asynchrony Syndrome" (Michael Rios); "Carousel...Does One Size Ever Fit All? A Case for Individualizing Curricula for Gifted and Talented Students" (F. Richard Olenchak); "Curricular Intervention for Gifted: Keys to Design" (Carole Ruth Harris); "Teaching and Learning for Academic Survivability" (Jay A. McIntire and Jonathon A. Plucker); "Problem-Based Learning and Gifted Students" (Jill Burruss); "Carousel...Perforating the Myth: Gifted Education Is Elitist" (Hope Sargeant); "Above and Beyond...Advocating for the Curriculum Needs of Gifted Students" (Susan Winebrenner); and "Gifted CDs: The Best Titles for Your Children" (Gregory C. Pattridge). (DB)

ED 432 078 EC 307 280

Pope, Kelly L.
Autism: An Overview and Investigation into the Lovaas Intervention Technique.
PUB DATE- 99
NOTE- 46p.; Master's Research Paper, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; *Behavior Modification; *Developmental Disabilities; *Early Intervention; *Outcomes of Treatment; Therapy
IDENTIFIERS- *Lovaas (O Ivar)

This paper reviews the literature on autism in general and examines in some detail the research on the Lovaas method of early intervention. The general review is divided into subsections which cover the following topics: historical perspectives, definition of autism, causes of autism, characteristics of people with autism, diagnostic criteria, types of autism, currently agreed upon facts, families with an

Program Evaluation; Questionnaires; Research Design; Sampling; Secondary Education; *Special Needs Students; Surveys

This book is a guide to conducting follow-up studies on outcomes for students with disabilities and other special needs in school-to-work and other transitional programs. An accompanying computer disk contains a bank of survey items organized by the basic content areas found in most follow-up studies. Chapters offer a step-by-step guide through the process of designing and carrying out a follow-up study. Individual chapters address the following topics: (1) conducting a follow-up study; (2) deciding what you want to know; (3) identifying participants for your survey; (4) designing your survey forms; (5) developing, field testing, revising, and administering your survey; and (6) using the information you have gathered. Four appendices provide notes to the program evaluation person on evaluating survey forms; excerpts from a sample interviewer handbook; examples of follow-up study reports; and sample table and figures. (Contains 45 references.) (DB)

ED 432 096 EC 307 301

Rosin, Peggy; Hecht, Liz; Green, Meredith; Robbins, Sue
Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Inservice Teacher Education; *Integrated Services; *Learning Activities; Preschool Education; Preservice Teacher Education; Professional Education; *Staff Development; Training Methods

This guide suggests ideas and activities to support training in early intervention service coordination for infants, toddlers, and young children with disabilities. The guide is intended to include parents as well as professionals and to be used in both service and preservice training. It is a project of the Pathways Project (Wisconsin) which stresses three core principles: family-provider partnership, (2) participant-centered instruction, and (3) collaboration. Following an overview, a chart provides a guide to the manual's 55 activities in a matrix which compares activities on program phase, family support, resource development, partnership building, team facilitation, self-care, and leadership/change. Activities include warm-ups and energizers, stories, eco-maps, panels and presentations, and others. Each activity is structured to include the purpose of the activity, approximate time needed, the trainer's needs in order to complete the activity, instructions to help guide the activity, talking points or questions to guide the activity, and necessary handouts. A section on tips for trainers precedes the individual activity descriptions. An appendix suggests strategies for supervisors and administrators for ongoing supervision, training, and support of service coordinators. (Contains approximately 135 references.) (DB)

PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); *Attitudes toward Disabilities; *Campus Planning; *College Environment; *College Students; Consciousness Raising; *Disabilities; Higher Education; Student Personnel Services

Information in this guidebook is designed to assist student leaders and student activities staff who are involved in planning campus programming to make campus activities accessible and inclusive, increase involvement of students with disabilities in student life activities, and promote positive change in the frequency and/or nature of interaction between students with and without disabilities. Part 1 of the guidebook discusses barriers to student life. Part 2, "Planning Accessible Activities," provides guidelines for creating accessible campus activities with regard to the physical, informational, programmatic, and attitudinal environments. Part 3, "Infusing Disability Perspectives," describes new models for understanding disability and outlines strategies for including an array of disability experiences in campus programming. The following part, "Developing Access Initiatives," provides a structure to facilitate development of an Access Initiative, a concrete plan for putting newly acquired knowledge into action. The last two parts provide references, additional resources, and an index. Journal articles, and essays, resource books and literature, periodicals and journals, videotapes and other non-print media, and Internet resources are provided. (CR)

ED 432 116 EC 307 322

Fichten, Catherine S.; Barile, Maria; Asuncion, Jennison; Judd, Darlene; Alapin, Iris; Reid, Evelyn; Lavers, Jason; Genereux, Christian; Guimont, Jean-Pierre; Schipper, Fay
A Comparison of Postsecondary Students with Disabilities and Service Providers: Views about Computer and Information Technologies.
PUB DATE- 98
NOTE- 6p.; Paper presented at the California State University-Northridge Annual Conference (14th, Los Angeles, CA, March 15-20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); College Environment; Colleges; *Computer Software; *Computer Uses in Education; Computers; *Disabilities; Distance Education; Educational Technology; Financial Support; Foreign Countries; Higher Education; Needs Assessment; Surveys; Universities
IDENTIFIERS- *Canada

This report discusses a study involving 37 Canadian college and university students with disabilities and 30 Disabled Student Services (DSS) personnel that explored the use of computers in postsecondary education. Students were enrolled in community and junior colleges, universities, and postsecondary distance education institutions. Results indicated: (1) about half of the student sample had 2 or more impairments, suggesting the

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Editing; Foreign Countries; Higher Education; *Interpreters; Interpretive Skills; *Job Skills; Language Research; Professional Education; Second Language Instruction; *Second Languages; *Translation; *Vocabulary

Essays, all in French, address issues in language teacher and translator training. They include: "Les competences linguistiques et discursives du redacteur professionel: un ensemble a circonscrire" ("Linguistic and Discourse Competencies of the Professional Editor: A Unity To Define") (Celine Beaudet); "Les composantes d'un enseignement systemique de la redaction professionnelle en milieu universitaire" ("The Components of Systematic Instruction in Professional Editing in the University Setting") (Isabelle Clerc); "Les programmes de formation en traduction: lieu d'integration de competences multiples" ("Translation Training Programs: Setting for Integration of Multiple Competencies") (Egan Valentine); "La formation des traducteurs a l'heure des NTIC" ("The Training of Translators in an Era of Technological Advancement") (Pierre Auger); "Propos sur l'enseignement de la traduction specialisee dans une perspective globale" ("Thoughts on the Teaching of Specialized Translation from a Global Perspective") (Zelie Guevel); "L'enseignement de la version medicale dans une perspective de formation professionnelle" ("Teaching Medical Translation from a Professional Training Perspective") (Louise LeBlanc); "La formation aux professions langagieres a l'aube de l'an 2000--quelques reflexions" ("Training for the Language Professions at the Dawn of the Year 2000--Some Reflections") (Dorothy Nakos); "La creation a l'oeuvre dans le processus traductif" ("Creativity in the Translation Process") (Louise Audet); "Environnement et fin du monde: une mise en scene discursive" ("Environment and the End of the World: A Discourse Scenario") (Michelle Loslier); "La revision professionnelle: differents types de revision des textes destines a la publication" ("Professional Editing: Different Types of Editing for Texts Destined for Publication") (Francine Cloutier); "Analyse des fonctions d'un traitement de texte en regard des besoins du redacteur professionnel" ("Analysis of the Functions of Word Processors with Regard to the Needs of the Professional Editor") (Eric Kavanaugh); "Le prefixe de negation dans la formation des mots: une etude de cas des unites terminologiques complexes" ("The Negative Prefix in the Formation of Words: A Study of Complex Terminological Units") (Ligia Maria Cafe de Miranda); "Les relations definitoires en terminologie" ("Definitive Relationships in Terminology") (Rene Tondji-Simen); and "Quelques aspects de la langue economique et de la langue scientifique" ("Some Aspects of the Language of Economics and of Scientific Language") (Ginette Demers). (MSE)

ED 432 139 FL 025 897

Campbell, Lyle
American Indian Languages: The Historical Linguistics of Native America. Oxford Studies in Anthropological Linguistics, Volume 4.
PUB DATE- 97
NOTE- 525p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Languages; *American Indians; Diachronic Linguistics; Foreign Countries; Geographic Distribution; *Indigenous Populations; Language Classification; Language Patterns; Language Research; Language Variation;

programs; and (5) both Direct Loan and FFEL institutions reported similar levels of satisfaction in 1997-1998 compared to 1996-1997 in regard to the timeliness and usefulness of Department of Education information and support. Technical appendixes include detailed tables, data on the distribution of responses and response rates, item response frequencies, specifics of the survey methodology, and the two surveys. (MDM)

ED 432 160   HE 032 132

Salminen-Karlsson, Minna
Bringing Women into Computer Engineering: Curriculum Reform Processes at Two Institutes of Technology. Linkoping Studies in Education and Psychology Dissertations, No. 60.
PUB DATE- 99
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Computer Science Education; *Curriculum Development; *Educational Attitudes; Educational Change; *Engineering Education; *Females; Feminism; Foreign Countries; Higher Education; Nondiscriminatory Education; Sex Differences; *Sex Fairness; Universities
IDENTIFIERS- Chalmers University of Technology (Sweden); Linkoping University (Sweden)

This study examined curricular reform processes at two Swedish institutes of technology through a gender perspective, relating them to two social theories the reproduction theory of Bourdieu and Passeron and the gender contract theory of Yvonne Hirdman. The aim of the reform process was to make educational programs in computer engineering more attractive to female students. Data were gathered by interviewing academic staff involved in the reform process at Linkoping Institute of Technology and Chalmers University of Technology and through observations of planning meetings. The results point out several obstacles to gender-related reforms, including stereotypical conceptions of women and lack of knowledge on gender issues among the reformers, the particular position and responsibilities given to female reformers, the importance of maintaining the status of a single program, the heritage of engineering education as a whole, and the need for other reforms (e.g., pedagogical reforms) which are perceived of as relatively easy to accomplish, whereas gender reform is both more profound and more difficult. It was also found that even if the reformed programs managed to increase recruitment of female students, their curricula were not perceived by faculty to be especially female-friendly. Seven appendixes provide information on the study methodology. (Contains 165 references.) (MDM)

ED 432 161   HE 032 133

Lyons, Richard E.; Kysilka, Marcella L.; Pawlas, George E.
The Adjunct Professor's Guide to Success. Surviving and Thriving in the College Classroom.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjunct Faculty; *Career Planning; Classroom

(141)
DESCRIPTORS- Access to Education; College School Cooperation; Competition; Diversity (Student); Educational Change; Educational Economics; *Educational Policy; Educational Trends; Elementary Secondary Education; *Higher Education; Information Technology; *Public Policy; Student Costs; Teacher Education; Trend Analysis

This paper is the fifth in a series of yearly efforts to identify the top 10 public policy issues facing higher education. Each of the issues is presented, first as a brief summary and then discussed in some depth; each also includes a list of information sources. The issues identified are: (1) teacher preparation and the K-12 relationship (the increasing role of higher education in improving K-12 instruction); (2) affordability vs. access (the increasing problem of access for less affluent students); (3) cost and price of higher education (increasing public concern about college costs); (4) implementation of recent federal legislation (implementation concerns of major 1998 legislation); (5) federal support for university research (both the level of funding and governing policies); (6) diversity in admissions (problems concerning affirmative action in admissions); (7) information technology and new competition (technology and for-profit higher education providers); (8) economic and financial trends (the need to prepare for a possible recession); (9)creating a sustainable society and future (the role of higher education in sustaining the natural resource base and protecting the environment); and (10) rethinking public higher education systems (ways to encourage efficiency, productivity, and accountability while keeping costs reasonable). (DB)

ED 432 182 HE 032 175

Fiscal Officer Training, 1999-2000. Participant's Guide.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; *Compliance (Legal); Educational Finance; *Educational Legislation; *Federal Aid; *Federal Legislation; Federal Programs; Government School Relationship; Higher Education; Program Implementation; Records (Forms); Staff Development; *Student Loan Programs; Workshops
IDENTIFIERS- *Higher Education Act Title IV; Perkins Loan Program; Supplemental Educational Opportunity Grants

This guide is intended for use by participants (college fiscal officers, business officers, bursars, loan managers, etc.) in a two-day workshop on Title IV of the reauthorized Higher Education Act. The guide includes copies of the visual displays used in the workshop, space for individual notes, sample forms, sample computer screens, quizzes, and reference material. The workshop and guide both comprise eight sessions, which cover (1) an introduction (primarily highlighting the changes in the Higher Education Act); (2) accounting procedures for Title IV programs (including accounting structure, internal control, and linking the institution's accounting system to reporting requirements); (3) applying for federal campus-based funds (completing each section of the Fiscal Operations Report and Application to Participate (FISAP); (4) grant administration and payment system (using the system to request funds); (5)

other available National Center for Education Statistics data analysis systems (DAS). The DAS is a menu-driven system that allows the user to produce frequencies, cross tabulations, and correlation matrices without access to individual responses. The DAS does not contain all variables from the studies but does contain most of those of interest to analysts for descriptive purposes. (DB)

ED 432 201   HE 032 195

Blueprint for Missouri Higher Education. 1999 Report on Progress toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education.
PUB DATE- 99
NOTE- 115p.; For a previous edition, see ED 421 048.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Formative Evaluation; Higher Education; *Long Range Planning; Needs Assessment; State Colleges; State Universities; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Missouri

This report updates progress made by the Missouri state's system of higher education toward the attainment of 24 goals established in 1992 and reaffirmed in 1996. Each goal statement includes an indication of its associated value (access, quality, efficiency) and notes if it is related to the Funding for Results initiative. Also provided for each goal is a brief history and analysis of its current status, often including charts and tables. The 24 goals address the following concerns: the recommended high school curriculum, advanced placement opportunities, underrepresented groups and minority student participation and success, prospective school teachers, remedial education, enrollment at public four-year colleges and universities, admissions recommendations by admission category, success rates of entering freshmen, geographic access to postsecondary technical education, student transfer, employment of minorities in Missouri higher education, degree program assessment, graduation rates, degree productivity from selected disciplines, assessment in the major field of study, national recognition of graduate and professional programs, changes in funded positions by employment category, faculty workload, student financial aid, performance-based funding recommendations, instructional and research equipment and facilities, accountability reports, operating and capital funding recommendations, and governance. Several appendices further amplify the report and an attachment summarizes campus teaching/learning improvement projects (DB)

ED 432 202   HE 032 196

Johnson, Beth H., Ed.
Silver Anniversary Conference: 25 Years of Higher Education Collective Bargaining. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. School of Public Affairs, Baruch College, City University of New York (25th, New York, NY, April 1997).
PUB DATE- 97
NOTE- 233p.; For previous edition, see ED 409 814.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

and to make new connections that they never before thought possible. A teacher's guidance, constructive feedback, and facilitated instruction should pave the way for students to meaningfully bridge prior knowledge with new knowledge. This paper suggests how teachers might teach creatively, particularly with respect to computing curricula, while they enjoy the teaching and learning processes. The following topics are covered: (1) teachers as prophets of creativity; (2) learning domains for educating the mind, including cognitive strategy, psychomotor skills, verbal information, intellectual skills, and attitudes; (3) sparking enthusiasm and interest; (4) the fun of perceiving the "power of 2," i.e., multiplying by two; (5) divergent imagery, including mindmapping tools and brainstorming techniques; (6) computers as cognitive tools, including learning critically and creatively; (7) education and technology, including encouraging students to explore computer concepts and to think critically and creatively; and (8) the rewards of creative behavior and risk taking. (Contains 1 figure and 17 references.) (Author/AEF)

ED 432 221 IR 019 591

Handal, Gilbert A.; Leiner, Marie A.; Gonzalez, Carlos; Rogel, Erika
Linear Multimedia Benefits To Enhance Students' Ability To Comprehend Complex Subjects.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; Chemistry; Comparative Analysis; Foreign Countries; *Instructional Effectiveness; Instructional Material Evaluation; Intermediate Grades; Intermode Differences; Junior High Schools; Material Development; *Multimedia Materials; *Printed Materials; *Science Instruction; Secondary School Science; Spanish; Student Motivation; Tables (Data); *Videotape Recordings
IDENTIFIERS- Mexico; Periodic Table; Texas (El Paso)

The main objective of this program was to produce animated educational material to stimulate students' interest and learning process related to the sciences and to measure their impact. The program material was designed to support middle school educators with an effective, accessible, and novel didactic tool produced specifically to enhance and encourage the learning of chemistry. The study introduced the Periodic Table of the Elements, utilizing materials developed for middle school students in two distinct formats: printed material in English or Spanish, and an animated video with English or Spanish language narration. Participants were 320 students in middle schools in Mexico and Texas. A questionnaire was administered to assess learning. The results compare the difference between the students' ability to recall and comprehend complex subjects as presented by linear multimedia as opposed to printed text. The study additionally offered an opportunity to observe the advantage of applying a narrative format to procedural text. It is concluded that, in both countries, students appeared to be more attentive to the animated material. (AEF)

ED 432 222 IR 019 592

*Teacher Education; *Teaching Methods
IDENTIFIERS- National Council for Accreditation of Teacher Educ; *Technology Integration

A report recently released by the National Council for Accreditation of Teacher Education promotes the use of technology in colleges of education. In order to provide the best instruction on technology use, it is important to explore technology courses at colleges of education. The purpose of this study is to investigate the one course that is often called "The Technology Course." Structures and contents of the course at 25 colleges of education are examined. Two main types of teaching structures were found. In the first structure, the concepts were taught in a big lecture hall, and the lab was conducted in a small group with a different instructor. In the second structure, the course was conducted in a computer lab where the instructor taught both computer concepts and skill. At all universities, the course content contained concepts and skills. The primary components included word processing, spreadsheet, database, multimedia, presentation, telecommunications (e-mail and Netsearch), World Wide Web page development, and integrating technology into instruction. (Author/AEF)

ED 432 242 IR 019 612

Wang, Yu-mei
Design for Transforming: Multimedia Projects in a Preservice Educational Computing Course.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Change; Community Education; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; Learning Theories; *Multimedia Materials; Preservice Teacher Education; *Social Problems; *Student Developed Materials; Student Motivation; Student Participation; Student Projects; *Teacher Role; Teaching Methods
IDENTIFIERS- *Technology Role; *Transformative Education; University of Guam

This paper reports on an experimental multimedia project in a preservice teacher education course at the University of Guam. The multimedia project was aligned with the critical pedagogy in cultivating transformative intellectuals. Participants of the project investigated critical issues in their communities and presented their projects by using a multimedia tool. By doing this project, students developed their awareness of critical issues in their communities and the role educators could play in changing the situation. It was found that technology sustained students' motivation and interest, enhanced the challenge of the project, and unleashed students' creativity. The paper argues that technology can be a powerful tool in support of the pursuit of transformative pedagogy. (Author/AEF)

ED 432 243 IR 019 613

Yildirim, Soner
Are Educational Computing Courses Effective? Teachers Are Talking.

DESCRIPTORS- *Computer Assisted Instruction; Distance Education; Evaluation Methods; Higher Education; *Instructional Effectiveness; Instructional Material Evaluation; Pretests Posttests; Program Effectiveness; *Research Design
IDENTIFIERS- Texas Southmost College; University of Texas Brownsville

As computer aided instruction (CAI) and distance learning become more popular, a model for easily evaluating these teaching methods must be developed, one which will enable replication of the study each year. This paper discusses the results of a study using existing dependent and independent variables to evaluate CAI for developmental reading students at Texas Southmost College and the University of Texas at Brownsville (UTB/TSC). Pre-test and post-test data, time-on-task in CAI, and multiple regression analysis were used. The following five threats to the internal validity of the one-group, pre-test-posttest design are explained: history, maturation, testing, instrumentation, and interaction of selection and any one of the other threats to internal validity. (AEF)

ED 432 264   IR 019 634

Timmerman, Maria A.
Learning in the Context of a Mathematics Teacher Education Course: Two Case Studies of Elementary Teachers' Conceptions of Mathematics, Mathematics Teaching and Learning, and the Teaching of Mathematics with Technology.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Elementary Education; *Elementary School Mathematics; Higher Education; Mathematical Concepts; *Mathematics Instruction; Models; Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Technology Integration

This phenomenological study took place over a 16-week semester during which 12 elementary school teachers explored mathematical ideas for elementary school students while using computer microworlds. Four themes were manifested in the case study of one teacher: learning on her own, authority and control, mathematics as manipulating, and frustration and confusion. The second case study brought forth the two themes of learning with others, and authority and control. The study demonstrates how the teachers' experiences can serve as a basis for a theoretical model for informing mathematics teacher educators about the multi-dimensional aspects of teachers' learning. (Contains 18 references.) (Author/AEF)

ED 432 265   IR 019 635

Barrett, Helen
Electronic Teaching Portfolios.
PUB DATE- 99
NOTE- 8p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Attitudes; *Computer Uses in Education; Educational Equipment; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Preservice Teacher Education; *Preservice Teachers; *Student Attitudes; Student Surveys
IDENTIFIERS- Taiwan; United States

This study investigated cross-nationally preservice teachers' perceptions of the effectiveness of computers and technology in improving education. Participants were undergraduate education students from the United States and Taiwan; 180 students from each country were randomly selected. A survey instrument that identified types and amounts of technology resources generally found in elementary, middle, and high schools was used. The results indicate that preservice teachers in both countries valued a computer lab in each school and computers in each classroom higher than interactive video equipment or calculators. They also thought that these technology resources were more important and useful for students in high schools than in elementary or middle schools. Preservice teachers in the United States had more positive perceptions of the effectiveness of technology resources in improving education than their counterparts from Taiwan. Findings of this study and their educational implications are discussed. (Contains 1 table and 22 references.) (Author/AEF)

ED 432 285 IR 019 655

Jin, Seung; Abate, Ronald J.
Teachers and Technological Tools in the Middle School.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Objectives; Educational Resources; *Educational Technology; Instructional Effectiveness; Learning Activities; *Middle School Students; *Middle School Teachers; Middle Schools; Pilot Projects; Teacher Surveys; Use Studies
IDENTIFIERS- Ohio (Northeast); Technology Integration; Technology Role; *Technology Utilization

This paper provides an overview of a pilot study conducted in Northeast Ohio. A survey was distributed to ten middle school principals representing urban and suburban school districts; each principal was asked to select two teachers to participate in the survey. The study considered two questions: Are the technologies available in schools supportive of the classroom goals of teachers and students? and, What resources influence the use of technologies in their learning activities? This study examines what learning activities are applied across a variety of subject areas, how technology assists students' learning activities, and why technology is/isn't used in the typical learning activities. The study documented the typical learning activities and potential role for technology within the classroom learning environment of the effective middle

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Software; Computer Uses in Education; Higher Education; Job Applicants; *Portfolio Assessment; Preservice Teacher Education; Preservice Teachers; Problems; Student Evaluation; *World Wide Web

IDENTIFIERS- *Electronic Portfolios; Missouri Western State College; Web Sites

Prospective employers and external accreditation agencies today expect preservice teachers to fully document their success in a teacher education program. Missouri Western State College (MWSC) moved from the "scrapbook" portfolio to the World Wide Web delivered electronic portfolio in three years. This paper explains why MWSC chose to bypass the CD (compact disc) delivered portfolio and move directly to a portfolio that is created using Netscape Composer. The paper discusses problems encountered with the electronic portfolio and how MWSC chose to resolve those problems. (Author/MES)

ED 432 306 IR 019 676

Bednar, Anne K.; Charles, Michael T.

A Constructivist Approach for Introducing Pre-Service Teachers to Educational Technology: Online and Classroom Education.

PUB DATE- 99

NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); Cooperative Learning; Distance Education; *Educational Technology; Higher Education; Instructional Effectiveness; Intermode Differences; Preservice Teacher Education; Preservice Teachers; Student Attitudes; Teacher Attitudes; Teacher Educators; Teaching Methods; World Wide Web

IDENTIFIERS- Course Development; Eastern Michigan University; *Learning Environments; Technology Implementation; *Technology Integration

The goals at Eastern Michigan University (EMU) for preparation of pre-service teacher educators in educational media and technology include the development of pedagogical ability as well as technical knowledge and skills. Pedagogically, EMU faculty adopted the goal of teaching the students to use technology to facilitate a constructivist approach to teaching and learning. Classroom-based and online courses in which students are immersed in educational media and technology have been developed. This paper provides accounts of the authors' experiences in the implementation of these constructivist learning environments. (Author/MES)

ED 432 307 IR 019 677

Powers, Susan M.

Transmission of Teacher Dispositions: A New Use for Electronic Dialogue.

PUB DATE- 99

NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio,

audit and periodic reports. This chapter concludes with the lawful disposal of records. The final chapter explains the accounting procedures for apprenticeship courses of related and supplemental instruction. (TGO)

ED 432 326 JC 990 452

Nussbaum, Thomas J.
The State of California Community Colleges, 1997.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Fall Leadership Conference (Sacramento, CA, September 19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Accountability; Basic Skills; College Role; *Community Colleges; Cultural Interrelationships; *Diversity (Institutional); Educational Change; *Educational Policy; Job Placement; *Job Training; Social Problems; Transfer Programs; Two Year Colleges; Vocational Education; Welfare Services
IDENTIFIERS- *California Community Colleges

Four important changes for the community colleges of California are proposed. First, legislation should be developed that establishes the basic framework for enabling community colleges to restore a level of access to community college education and training for more citizens. This would provide economic and social opportunity for more citizens, help meet demands in the labor force and needs of the state, and help reverse trends that harm the state's economy, society, and multi-cultural diversity. Secondly, the state should develop a public awareness and marketing plan that would inform the public, media, and policy makers about the value of community colleges and the need to increase access. Third, accountability to the community colleges' stakeholders by those in governance should be increased. The fourth proposal focused on the mandates and policies that emerged in the 1990s. They included but were not limited to: welfare reform; the improvement of transfer and articulation; the diversity of students, faculty, and staff; Proposition 209; the development of a state work force preparation plan; and instructional delivery systems. Nussbaum also argued for maintaining a commitment to diversity. (TGO)

ED 432 327 JC 990 453

Report on Collaborative Facilities Projects.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; *Educational Facilities; Educational Finance; *Educational Policy; Facility Improvement; Financial Support; *Institutional Cooperation; *Partnerships in Education; Program Budgeting; Program Evaluation; State Aid; Two Year Colleges
IDENTIFIERS- *California Community Colleges

California's community colleges develop their own requests in concert with their district five-year master plan. They then submit those requests to the State Chancellor's Office for review. This document discusses the current process of the state's leaders recognized the central role of workforce development in promoting growth over fifty years ago, this does not mean the state has achieved its goals and can refocus its resources elsewhere. Instead, the author advocates the courage to change as appropriate and to continuously evaluate one's position. With new federal legislation and new economic circumstances, there are certain changes needed to adapt to this environment: salaries, lifelong learners, short-term training initiatives, program integration, and redesign of delivery systems through the Workforce Investment Act (WIA). Implications of the WIA for community colleges are presented through a list of key provisions: funding streams, three tiers of service, vouchers for training, eligibility of training providers, youth programs/councils, governance structure, one-stop delivery system, and statewide activities. Finally, a community college action agenda is presented, which includes keeping informed of any WIA guidelines, obtaining copies of draft regulations, and contacting governors and chief local elected officials. (VWC)

ED 432 346   JC 990 480

Governing Board Manual. Revised June, 1999.
PUB DATE- 99
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Community Colleges; *Educational Planning; Faculty College Relationship; *Governance; Government Role; Government School Relationship; Mission Statements; *Participative Decision Making; *Policy Formation; Public Agencies; Two Year Colleges
IDENTIFIERS- *Palomar College CA

This document details the governance structure of Palomar Community College. The plan attempts to: (1) provide appropriate representation for each constituent group; (2) delineate committee responsibilities and reporting relationships; (3) establish the appropriate number and size of committees; (4) ensure that operational matters are handled appropriately; and (5) establish a framework for short-term and long-range strategic planning processes with goals and objectives for the future and plans for achieving them. The governance structure described in the manual is organized on two levels, planning and operational. Planning committees address issues that affect the entire campus and have long-term implications. The responsibilities of planning committees are to develop strategies, concepts, and policies which reflect the purpose of the college and chart its course for the future. Operational committees are those charged with developing policy and procedure affecting the routine operation of the college. The purpose of the governance structure is to share the responsibilities of governance and to involve staff and students appropriately in the planning and operation of the college. The manual includes descriptions of each committee, their purposes, goals, and missions. It also includes all statutes, policies, and procedures for governance at Palomar College. (TGO)

ED 432 347   JC 990 482

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum; Developed Nations; Educational Needs; Educational Trends; Foreign Countries; *Futures (of Society); Hospitality Occupations; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Europe; UNESCO

Following nine introductory papers that explain the work of various organizations involved in vocational training in Europe, the conference papers are organized around five themes: (1) vocational education and training and new technologies; (2) environmental education and training; (3) the changing role of the public and private sectors in vocational education and training; (4) internationalization of economic activities and tourism; and (5) noncommercial exchanges and vocational training. Representative papers include the following: "New Technologies and the Production Process: The Impact on Training" (Jean-Pieffe Jallade); "Environmental Issues in Vocational Education and Training" (Fabrizio Boldrini); "The Role of the Public Sector in Vocational Education and Training Systems" (Ulrich Hillenkamp); "Financing Issues of Vocational Education and Training" (Nikolai Petrov); "Internationalization and Professional Tourism: Vocational Training Responds to the New Needs of the Tourism Sector" (Colette Arnold); "Cultural Activities and Vocational Training" (Marina Lambraki-Plaka); and "Cultural and Recreational Activities: New Challenges for Training Institutions" (Aderito Alain Sanches). Summaries of the thematic units also are provided. Appendixes include the program, a list of participants, and two papers: "Technical and Vocational Education in Cyprus" (Likourgos Kappas) and "The Role of Education in Economic Growth" (Nikolaos Christodoulakis). (KC)

*Literacy Education; Personality; Prisoners; Retirement; Welfare Recipients; *Womens Education

IDENTIFIERS- Romania; South Africa

Among 59 papers are the following:"Women's Transitions from Welfare to Paid Work and Education" (Andruske); "Sustaining Commitment to Social Responsibility" (Armstrong); "Investigation of How Faculty Learn to Teach at a Distance with Technology" (Armstrong); "Examined Life" (Baird); "Dynamics of Adult Basic Education Instruction" (Beder, Medina); "Perspectives on Adult Learning" (Caffarella, Merriam); "Shaping Self-Disciplined Workers" (Carter et al.); "Relationship of Learning Strategy Preference and Personality Type" (Conti, Kolody); "Perspective Transformation Over Time" (Courtenay et al.); "Teacher Beliefs and Subject Matter Boundaries" (Dirkx et al.); "Grassroots Dissemination of Adult Education Research in Africa" (Easton, Capacci); "Reflection Plus 4" (Fenwick); "Homeplace--Not the Marketplace" (Gouthro); "Strategies of Successful American Indian and Native Learners in the Adult Higher Educational Environment" (Guerrero); "Why Adult Educators Should Be Concerned with Civil Society" (Hall et al.); "Adult Graduate Students' Perceptions of Gender and Race" (Hansman et al.); "Metaphors in Practice" (Hill, Moore); "Irreconcilable Differences" (Howell et al.); "Feminist Life Stories" (Jones-Ilsley); "Adult Meaning Making in the Undergraduate Classroom" (Kasworm); "Changing Languages, Cultures, and Self" (King); "Sense of Place and the Rural Adult Learner" (Kittredge); "Collaborative Ways of Knowing" (Lawrence, Mealman); "Role of Cultural Values in the Interpretation of Significant Life Experiences" (Lee); "Transformation Theory--Postmodern Issues" (Mezirow); "Educating Labor's Professionals" (Nesbit); "Informal Learning of Homeless Women" (Pearce); "Themes of Adult Learning and Development in Human Resource Development" (Peterson, Cooper); "Role of Adult Education and English Language Education in Nation-Building" (Pierson, Orem); "Analytical Framework for Cross-Cultural Studies of Teaching" (Pratt); "Missing the Beat" (Rowland); "Politics of Consumer Education Materials Used in Adult Literacy Classrooms" (Sandlin); "Living Outside the Circle" (Sessions); "Does Basic Skills Education Work?" (Smith, Sheehan-Holt); "Empowerment of Rural Zulu Women Through Popular Adult Education in South Africa" (Sosibo); "Poor Women's Education Under Welfare Reform" (Sparks); "Role of Language in the Preservation of a Culture" (Smoking); "Parents as People" (Tett); "Women Teaching for Social Change in Adult Education" (Tisdell); and "Recreated Selves" (Wilson Mott). (YLB) competency; performance improvement; education of residents; and instructional methods. Section 8 provides sample forms and materials: employee satisfaction survey, orientation form, competency and skills checklists, course guidelines for mandatory inservice training, teaching outline, inservice evaluation form, and description of inservice fair.) (YLB)

ED 431 920 CE 078 937

Haimson, Joshua; Hulsey, Lara
Making Joint Commitments. Roles of Schools, Employers, and Students in Implementing National Skill Standards. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Strategies; Educational Change; Educational Policy; Employer Attitudes; Followup Studies; High Schools; Influences; *National Standards; Organizational Effectiveness; *Partnerships in Education; Program Implementation; Public Policy; Research Needs; *School Business Relationship; Student Attitudes; Student Motivation; *Student Participation; Student Role; Success; *Vocational Education

Six of the first vocational education (VE) programs to adopt new voluntary national skill standards were studied to identify the opportunities and challenges faced by VE programs adopting the new standards. The VE programs studied were located in high schools in seven cities: Chalmette and Walker, Louisiana; Chicago, Illinois; L'Anse Creuse, Michigan; Milwaukee, Oregon; Royal Oak, Michigan; and Trenton, New Jersey. Special attention was paid to the following: each school's progress in implementing national skill standards, local contextual factors impeding or facilitating efforts to implement standards, successful strategies for responding to potential barriers and opportunities, and ways policymakers can facilitate local implementation of skill standards. The key findings are based on analysis of the interactions and roles of school staff, employers, and students. Key findings included the following: (1) curriculum and assessment change required external support and incentives; (2) employers found external assessments of students' mastery of competencies more credible than checklists developed by skill standards groups; (3) concrete program changes and trade association leadership can engage employers; (4) programs need to enhance strategies for recruiting, engaging, and placing students; (5) implementation of skill standards will likely require new public and private resources; and (6) skill standards can enhance VE programs whether or not a market for certificates emerges. (The report contains 26 references. Profiles of the case study sites are appended.) (MN)

Employee Persistence, which focuses on the role of the organization in integrating employees into an organization and promoting their persistence. "Critical Thinking, Developmental Learning, and Adaptive Flexibility in Organizational Leaders" (Robert Duchesne) reports on a study that examined how developmental learning and adaptive flexibility related to the level of critical thinking in a sample of 119 organizational leaders. The study established years of education as the only significant predictor of critical thinking in the leaders involved. (MN)

ED 431 939   CE 078 971

Linking HRD Theory and Practice.
PUB DATE- 99
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings; see CE 078 963.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Economics; Education Work Relationship; *Educational Practices; Educational Research; *Educational Theories; Ethics; *Labor Force Development; Literature Reviews; Models; Performance Factors; Philosophy; Postsecondary Education; Psychology; Sociology; *Theory Practice Relationship

This document contains four symposium papers on linking human resource development (HRD) theory and practice. "Reorienting the Theoretical Foundations of Human Resource Development: Building a Sustainable Profession and Society" (Tim Hatcher) examines the theoretical disciplines of economics, general systems, sociology, psychology, and ethics in terms of their currency to HRD and the extent that they influence societal outcomes. "Towards a Philosophical Framework for Thought and Practice" (Wendy E. A. Ruona, Susan A. Lynham) proposes a framework for HRD thought and practice that emphasizes a systems perspective of philosophy. "The Need for Theoretical Model Building in HRD" (Tom Shindell) discusses the lack of conceptual clarity and definition in the field of HRD and identifies ways theoretical model building can facilitate conceptual clarity and definition in HRD (facilitating development of a unifying definition of HRD, identifying gaps in HRD research, delineating the field's boundaries, indicating directions for future research, and enabling further dialogue and reflection in HRD). "Bridging the Gap with a Multidimensional Performance Model" (Susan Reynolds Fisher, Catherine M. Sleezer) offers a model that defines three levels of performance (capacity, process, accomplishment) at four levels of the organization (individual, group, organization, industry). (MN)

Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Practices; Entrepreneurship; *Labor Force Development; Organizational Climate; Organizational Development; Participation; Personnel Management; Personnel Selection; Program Effectiveness; Program Evaluation; Recruitment; *Sex Fairness; Small Businesses; Success; Tenure
IDENTIFIERS- Employee Ownership; *Organizational Culture

These four papers are from a symposium on changing workplaces. "Women Entrepreneurs: Maintaining Business Success through Human Resource Development" (Dominic G. Kamau , Gary N. McLean, Alexander Ardishvili) investigates contributions of human resource development (HRD) to business success and reports the following: (1) women can be successful in a wide spectrum of business ventures; (2) prior employment, academic education, and professional training play an important role in determining the kind of business enterprise in which to engage; and (3) women entrepreneurs value HRD for themselves and their employees. "Evaluating the Impact of a Union-Management Career Development Program" (Gregory M. Chajnacki, Andrea D. Ellinger) reports more than 95 percent of participants indicated the program enabled them to do the following: (1) think of better ways to perform in new jobs; (2) communicate their experiences and knowledge on new jobs; (3) develop an education plan to learn new skills; and (4) accept more challenging work assignments on new jobs. "The Superiority of Employee-Owned Companies: Reality or Myth?" (Robert B. Gudgel, Fred C. Feitler, Karen Thomas) examines the cultural strength of eight Ohio manufacturing firms and finds nonemployee-owned firms had stronger cultures. "Recruiting and Retaining Women in Business: Women Executives Maneuver To Change the Status Quo" (Laura L. Bierema) shares findings from a focus group of executive women in a Fortune 500 consumer products company, including challenges related to recruitment and retention of women and awareness and actions underlying women's work for organizational change. (YLB)

a handout. An overview that can be used to educate staff, older students, and parents on identifying mental health problems is provided. Specific focus is on indications of substance abuse. A checklist is included as an aid in describing an identified problem, with record keeping forms for case monitoring. Section 2, "The Screening Process," outlines the type of information useful in pursuing a student's problem, specific topics to explore, 10 points for interviewing a student, along with an interview format. Section 3, "Tools for Screening," includes sample questionnaires for students and parents; student self-report; substance abuse checklist; suicidal assessment checklist; child-youth community functions evaluations; and descriptions of the Children's Depression Inventory, Child Behavior Checklist, Conners Rating Scale, and a substance abuse screening test. (MKA)

ED 431 996 CG 029 392

Brown, Laura; Ushijima, Teri
Building School Communities: A District Success Story.
PUB DATE- 98
NOTE- 8p.; The authors are trainers for the "Tribes" product.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; Elementary Education; Secondary Education; Student Development
IDENTIFIERS- Hawaii (Oahu); *Learning Communities; *Tribes Approach

This paper, provided by the vendor of the product being described, discusses a program implemented in the Central Oahu School District in Honolulu, Hawaii called "Tribes." The mission of Tribes is to promote the healthy development of every child in the school community so that each has the knowledge, skills, and resiliency to be successful in the rapidly changing world. The program also seeks to engage all teachers, administrators, students, and families in working together as a learning community that is dedicated to caring and support, active participation, and positive expectations for all students. The 30 educators who initially took the Tribes basic training in 1993 practiced the process in their various settings. There are currently 72 certified Tribes trainers in Hawaii. Results from student, teacher, and school climate surveys indicate that components implemented the most frequently involve the Tribes agreement. Results show that teachers' and students' perceptions of practices are consistent. Perceptions varied by individual schools. The qualitative data showed that resources and support that would be most helpful in implementing Tribes would be site support groups to dialogue, plan, and share ideas. Changes reported as a result of Tribes were positive. Significant improvement was reported in student relationships and mutual respect. Teachers reported the climate of classrooms and schools as more comfortable, settled, and respectful. A second important change was the use of the common Tribe language by students and teachers. Implications of this program are discussed. (Contains one graph, four references, and five resources.) (Author/MKA)

Evaluation Methods; *Language Arts; Reading Diagnosis; Reading Instruction; *Reading Tests; *Student Evaluation
IDENTIFIERS- Illinois

This guide lists 64 commercially prepared English language arts inventories to assist educators in attaining results as stated in the Illinois Right to Read Initiative Best Practice #2: Assessment to Inform Instruction. The inventories in this guide are offered as another resource and are not meant to take the place of ongoing classroom assessment and teacher observation. Each inventory listed in the guide includes the following information: name of inventory/year published; time needed to administer; availability in languages other than English; purpose; cost; unique features; age/grade levels; administration to individuals and/or groups; and publisher contact information. Appendixes contain a list of Best Practices and Resources Committee members and a list of the 14 best practices in reading. (RS)

interviews with five other persons in her school district. It relates the principal's positive impressions of her first year on the job and her firm conviction that she had won the trust of her teachers. However, interviews with others revealed that teachers felt that the principal was trying to change too many things too rapidly and that she had little respect for the ways in which teachers had handled situations in the past. Although the principal had enjoyed some successes in her first year, having met all of her goals, teacher resentment continued to grow and undermined their respect for the principal. She was perceived as a foreigner in this small-town school, which, combined with her perceived abrasive style, increased the staff's alienation. Speculations about what the principal could have done to save her position are offered, but her inability to listen to her teachers and their ideas and opinions doomed any such hope of acceptance. (RJM)

ED 432 039   EA 029 902

Williams, Laura M.
Effects of Block Scheduling on Grade Point Averages.
PUB DATE- 99
NOTE- 69p.; Master of Arts thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Block Scheduling; *Correlation; Flexible Scheduling; *Grade Point Average; High Schools; School Organization; School Schedules
IDENTIFIERS- West Virginia

This study investigated the effects of block scheduling on student learning. It compared the grade-point averages (GPAs) of one group of students during their 9th-grade year while under the traditional 7-period day to the GPAs of their 10th-grade year under the 4-by-4 block schedule. The text offers a history of block scheduling and lists some of the reasons for the shift to block scheduling, such as the more relaxed pace associated with block schedules. Disadvantages and concerns related to this type of scheduling are also listed and include conflicts with extracurricular programs and difficulties in balancing students' schedules. For the study, 198 students, out of a total enrollment of 650, in a rural high school in West Virginia participated. Three types of GPAs were used to compare the two schedules: GPAs in English and math; GPAs in English, math, science, and social studies; and GPAs in all subjects. Descriptive statistics and dependent sample t-tests were conducted on each of the three groups of GPAs. Results indicate no significant differences in GPAs in any of the three areas compared. It is claimed that to examine the effect of block scheduling on education, other factors will need to be considered. Appendices contain comparisons of English and math GPAs, core class GPAs and overall GPAs in ninth and tenth grades. Contains 35 references. (RJM)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Change; Educational Improvement; Elementary Secondary Education; Fables; *Instructional Leadership; *Leadership Qualities; *Mythology
IDENTIFIERS- *Heroes

This book's central theme is that shared vision, purpose, and inquiry, combined with the use of the collective wisdom of myth, legend, and metaphor, can transform a school. The book profiles six phases of the mythic hero's journey from unconscious innocence to ultimate self-awareness. The text is divided into eight chapters. Chapter 1 summarizes the central themes in the book and outlines the concept of the heroic journey as a framework for exploring change. Chapter 2 presents an overview of the research that informed the book, focusing on the educational implications of change theory, cognitive science, and the power of myth and metaphor. Chapter 3 explores the hero's journey toward educational transformation and educators' tendency to cling to obsolete educational models. Chapter 4 then extends this exploration and shows how current problems in education are forcing a reappraisal of educational methods. Chapter 5 describes some of the objectives in education, and chapter 6 emphasizes the importance of making connections with like-minded colleagues when trying to reform education. The last two chapters discuss common problems educators share as they attempt to initiate change, and synthesize the major insights and implications of the hero's journey. (Contains approximately 110 references and an index.) (RJM) autistic child, infants with autism, what to do after diagnosis, guidelines for evaluating treatment programs, social interaction for people with autism, and early identification. The second half of the paper focuses on the methodology developed by Ivar Lovaas and implemented at the Lovaas Institute for Early Intervention. This intensive behavioral intervention involves one-to-one therapy by a trained therapist for 5-7 hours per day, 5-7 days per week. The Institute claims that with early intervention, sizable minorities of children with autism and pervasive developmental disorders have been able to achieve normal educational and intellectual functioning by 7 years of age and all children improve somewhat. The Lovaas therapy is reviewed in subsections on: the Lovaas Institute for Early Intervention, results of a Lovaas' research experiment, evaluation criteria for alternative treatments, and concerns about making this labor-intensive therapy more widely available. Attached is a list of eight organizational resources. (Contains 24 references.) (DB)

ED 432 097 EC 307 302

Whitehead, Amy; Ulanski, Betty; Swedeen, Beth; Sprague, Rae; Yellen-Shiring, Gail; Fruchtman, Amy; Pomije, Carrie; Rosin, Peggy

By Design: Family-Centered, Interdisciplinary Preservice Training in Early Intervention.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 98

NOTE- 352p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Disabilities; *Early Intervention; Experiential Learning; *Family Involvement; Higher Education; Infants; *Interdisciplinary Approach; Preschool Education; Preservice Teacher Education; Professional Education; Teamwork; Toddlers; Training Methods; Young Children

This training guide is a product of the Family-Centered Interdisciplinary Training Project in Early Intervention (Wisconsin), a project that is addressing the need for preservice training of professionals to serve infants, toddlers, and preschool children with disabilities and their families. The project is focused on students from the disciplines of nursing, physical therapy, occupational therapy, social work, early childhood education, early childhood special education, and speech/language pathology. It is structured around three key elements: first, the involvement of families in all aspects of the training program; second, a curricular focus on family and professional partnerships; and third, practical experiences designed to teach optimal interdisciplinary team functioning. The project organizes the student's learning into four primary learning environments in each of which the student spends about 2 hours a week: (1) family mentorship (each student is matched with a family of a young child with special needs); (2) community placement (each student is matched with a community service provider); (3) the interdisciplinary team (each student works with other project trainees); and (4) seminar (a weekly meeting to provide early intervention knowledge and an environment to process learning activities). The training guide provides a section on each of the four learning environments as well as a section on trainee supervision. (Contains approximately 180 references.) (DB)

need for adapted work stations which can accommodate the needs of students with various disabilities; (2) in spite of their smaller numbers, students who are blind had the largest array of technologies at their disposal; (3) voice input software and scanners were found to be used not only by students with learning disabilities, but also by those who have a variety of impairments involving mobility and use of hands and arms; (4) service providers were using the Internet as a means of getting information about what equipment and adaptations are out there for students, and students were primarily teaching themselves how to use the equipment; (5) smaller institutions were less likely to have specialized computer technologies for their students; and (6) about half of the students surveyed did not know that funding programs existed to help them to obtain needed equipment. (CR)

ED 432 117 EC 307 323

Lewis, Rena B.
Enhancing the Writing Skills of Students with Learning Disabilities through Technology: An Investigation of the Effects of Text Entry Tools, Editing Tools, and Speech Synthesis. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Computers; Editing; Elementary Secondary Education; *Learning Disabilities; Literacy; Speech Synthesizers; Spelling; *Word Processing; *Writing Improvement; *Writing Instruction; *Writing Strategies

This final report discusses the outcomes of a 3-year project that studied the effectiveness of word processing tools in improving the literacy skills of students with learning disabilities in grades 4-12. In Year 1 (1994-95), four text entry strategies were compared in 132 students with learning disabilities: keyboarding instruction, alternative keyboards, word prediction, and word prediction with speech synthesizers. The Year 2 study (1995-96), investigated the effects of two types of text editing tools, such as spelling and grammar aids with and without speech synthesis, in 106 students with learning disabilities. The Year 3 study (1996-97), investigated speech synthesis under three conditions in 103 students with learning disabilities: when available at all times versus when available only during the text entry or the editing/revising stages of writing. Results of the studies found: (1) that word processing had the most impact upon the accuracy of students' writing; (2) word prediction was the most promising strategy for improving the text entry speed; (3) spell checks were effective editing tools, although grammar checkers were not, and spell checks had a more positive effect on students' writing quality and accuracy than synthesized speech. (Contains 35 references.) (CR)

Linguistic Theory; Maps; Pidgins; *Uncommonly Taught Languages
IDENTIFIERS- Central America; *Native Americans; North America; South America

The book offers a general survey of the history of Native American languages. Chapters address these topics: Native American pidgins and trade languages; the history of American Indian linguistics and classification of languages; the origin of Native American languages; languages of North America; languages of Central America; languages of South America; distant genetic relationships between languages, including both research methods and theories; and linguistic areas of the Americas. A series of maps illustrating the geographic distribution of language groups is included. Contents are indexed by subject and author. (MSE)

Techniques; *College Faculty; *College Instruction; College Students; Course Descriptions; *Course Organization; Educational Attitudes; Higher Education; Job Search Methods; Job Skills; Student Evaluation; Teacher Student Relationship; Teaching Methods

This guide provides adjunct faculty with a conceptual foundation for college teaching and a collection of teaching and classroom management ideas to help meet the needs of their students. Chapters 1 and 2 provide the aspiring adjunct faculty member with an understanding of the culture of contemporary higher education and suggestions for obtaining a part-time teaching position. Chapter 3 includes tips on getting the most out of institutional orientation, while chapter 4 focuses on the changing nature of college and university students. Chapters 5 and 6 address course planning and getting the class off to a good start, while chapter 7 reviews communication tools and course management techniques. Chapters 8 and 9 focus on instructor-directed and student-directed learning techniques, while chapter 10 concentrates on examination preparation. Chapter 11 examines authentic student assessment, while chapter 12 focuses on conducting an effective final class meeting. Chapter 13 addresses the assessment of the course and instructor performance, while chapter 14 reviews career goals for adjunct faculty. All chapters offer sections on "Tips for Thriving," a review of key points, a and a list of suggested readings. Many chapters contain appendices that offer additional helpful examples. (Contains 140 references.) (MDM)

disbursing Title IV funds (maintaining funds, methods of disbursement, and credit balances); (6) returning Title IV funds (determining when returning funds is required, methods for returning funds, and refunds and repayments); (7) completing the FISAP (when applying specifically for the Federal Perkins Loan Program, the Federal Supplemental Educational Opportunity Grant Program, or the Federal Work-Study Program); and (8) records management (length of time records must be maintained, types of records to maintain, and format and access requirements). DB)

ED 432 183   HE 032 176

Azevedo, Roger
Expertise in Radiology: Accounting for the Evidence and Implications for Instruction.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; Cognitive Processes; Computer Assisted Instruction; Error Patterns; Graduate Medical Education; Higher Education; Physicians; *Problem Solving; *Professional Education; *Radiology; *Specialists
IDENTIFIERS- *Expertise; Mammography

The problem-solving strategies used by 10 radiologists and 10 radiology residents during the interpretation of difficult mammograms were examined under two experimental conditions. In the "authentic" condition, standard unmarked mammograms were used. On a second set of the same cases for the "augmented" condition, mammographic findings were highlighted. Verbal protocols revealed that mammography interpretation predominantly used data-driven or mixed-strategies but depended on case typicality and clinical experience. Radiologists scanned the cases significantly faster than residents, but no group differences were found in the number of findings, observations, and diagnoses. The groups (1) used the same types of operators, control processes, and diagnostic plans; (2) committed the same number of errors; and (3) both groups committed case-dependent errors. Overall, the results indicated that mammogram interpretation is a well-constrained visual cognitive task. Results were applied to the design of a computer-based tutor for mammogram interpretation. (Author, DB)

DESCRIPTORS- Collective Bargaining; College Administration; *College Faculty; Educational Finance; Faculty College Relationship; *Higher Education; *Labor Relations; *Legal Problems; Technology; Tenure; Unions

The 21 papers in this proceedings document are grouped into six sections which discuss the future of the U.S. labor movement; the future of tenure; faculty, unions, and management; technology and collective bargaining; fiscal problems in higher education; and legal issues in higher education. The papers are: (1) "Labor Relations for the 21st Century" (William B. Gould); (2) "The Revitalization of the U.S. Labor Movement: Can 21st Century Cyberunions Be Created in Time? Or Will Cyberunions Compute?" (Arthur B. Shostak); (3) "The Future of Tenure: Moving Beyond Polemics" (Henry Lee Allen); (4) "Academic Tenure: Between All or Nothing" (Richard Chait); (5) "The Assault on Faculty Independence" (Matthew W. Finkin); (6) "A Case for the Renewal of Tenure" (Jean B. Keffeler); (7) "The Regents in Higher Education" (Saul B. Cohen); (8) "Faculty and Management Rights in Higher Education Collective Bargaining: A Faculty Perspective" (Ernst Benjamin); (9) "Twenty-five Years of Collective Bargaining: A Trustee's Perspective" (Candace de Russy); (10) "Faculty and Management Rights in Higher Education Labor Relations" (Caesar J. Naples); (11) "Authority for What?" (William E. Scheuerman); (12) "The Role of the University President in Contemporary Institutional Governance" (Michael Schwartz); (13) "Technology in Higher Education: Bargaining Quality" (Rachel Hendrickson); (14) "Teaming Up with Technology: How Unions Can Harness the Technology Revolution on Campus" (Mitchell Vogel); (15) "Continuing Fiscal Crisis in Higher Education" (Richard F. Rothbard); (16) "The Mutation of Higher Education and Reconfiguration of the Faculty and Their Roles" (Jack H. Schuster); (17) "Collective Bargaining and the Courts: An Empirical Analysis of Judicial Review of NLRB Decisions and Arbitration Awards" (Richard N. Block); (18) "Why Plaintiff's Attorney Should Avoid the Americans with Disabilities Act But Utilize the Family and Medical Leave Act" (Robert David Goodstein); (19) "Compliance with Family and Medical Leave Act and the Americans with Disabilities Act: Issues for College Faculty" (Barbara A. Lee); (20) "Significant Legal Developments Affecting Higher Education, 1996-1997" (James L. Cowden); (21) "Annual Legal Update: An Administration Perspective" (Nicholas DiGiovanni, Jr.). (Some papers contain references.) (DB)

Moore, Julie; Knuth, Randy; Borse, Jennifer; Mitchell, Marlon
Teacher Technology Competencies: Early Indicators and Benchmarks.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Benchmarking; Classification; Comparative Analysis; *Competency Based Teacher Education; *Computer Uses in Education; Curriculum Development; *Educational Technology; Educational Trends; Elementary Secondary Education; Faculty Development; Higher Education; Information Technology; Matrices; Professional Associations; State Departments of Education; Teacher Certification; *Teacher Competencies; *Technological Literacy
IDENTIFIERS- Department of Defense; International Society for Technology in Education; Massachusetts Board of Education; Mississippi State Department of Education; North Carolina State Board of Education; Technology Utilization; Virginia Department of Education

Two recent trends in education--increased technology and accountability--are driving efforts to define technology competencies and standards for teachers. The first lists of competencies from these efforts are just now being completed. While some of these competencies are linked to teacher certification and re-certification, others are developed as standards or benchmarks to guide professional development. The purpose of this study was to examine and compare initial attempts at establishing teacher technology competencies with the intent of establishing a framework or matrix that could be used to compare other, similar documents. Teacher technology competencies from a variety of organizations and institutions were studied and compared. A master matrix of technology competencies was created, consisting of the following categories: (1) prerequisite technical skills--basic operations, hardware issues, navigation, and file management; (2) instructional uses--instructional strategies and resources; (3) professional roles--ethical/legal issues, professional resources, and professional development; and (4) technical skills--troubleshooting/maintenance, productivity tools, Internet applications, and networking. Based on findings, generalizations were drawn and recommendations made for improving future technology competencies. Also included is a discussion of the implications for teacher education programs and the need to use teacher technology competencies in an integrated effort which considers not only technology, but pedagogy and curricular content as well. (Contains 2 figures, 1 table, and 15 references.) (Author/AEF)

PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Introductory Courses; Preservice Teacher Education; Preservice Teachers; Prior Learning; *Student Attitudes; Student Experience; Student Surveys; Teacher Attitudes
IDENTIFIERS- *Student Expectations; University of Southern California

This study examined the effectiveness of an educational computing course on preservice teachers' computer use and attitudes toward computers in education. The study used data from 16 (12 female, 4 male) preservice teachers who attended the University of Southern California. Results indicated that teachers' prior computer experience shapes their expectations from the course. Teachers reported that having a home computer, professor's willingness to teach, and the current utilization of technology in the schools at which they work also influenced their attitudes toward computers and their computer use. Based on the findings, several recommendations are offered for practitioners and teacher education institutions. (Author/AEF)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Oriented Programs; Computer Uses in Education; Electronic Publishing; Higher Education; Instructional Materials; Multimedia Materials; Optical Data Disks; *Portfolios (Background Materials); Teacher Education; Visual Aids

IDENTIFIERS- *Adobe Acrobat; *Electronic Portfolios; University of Alaska Anchorage

This paper provides an overview of different electronic portfolio development tools and introduces a strategy for using Portable Document Format (Adobe Acrobat PDF) files to store and organize electronic teaching portfolios. A 12-step process for constructing electronic portfolios is described, as are storing the working portfolio, publishing the presentation (formal) portfolio, and authoring tools for multimedia portfolios. A list is provided of topics for training sessions that are being offered to students at the University of Alaska Anchorage School of Education to develop electronic porfolios, using Adobe Acrobat and either CD-ROM or videotape as the publishing medium. Standards for electronic portfolios are also discussed. (Contains 3 tables and 32 references.) (AEF)

school teacher. Learning activities such as data collection, data analysis, visual/written communications, and design were employed as core categories for analysis of technology use, non-use, and potential. (Author/AEF)

ED 432 286 IR 019 656

Jones, Edward R.
A Comparison of an All Web-Based Class to a Traditional Class.
PUB DATE- 99
NOTE- 7p.; In: SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Distance Education; Higher Education; *Instructional Effectiveness; Intermode Differences; Introductory Courses; Statistics; *World Wide Web
IDENTIFIERS- *Virtual Classrooms

A recent study at California State University at Northridge reported that students in a virtual classroom score 20% higher than students in a traditional classroom. The primary purpose of the study presented in this paper was to replicate these results and to investigate advantages and disadvantages of a World Wide Web-based class. Major objectives were to: (1) evaluate performance differences between students in a Web-based class and those in a traditional classroom setting when students are allowed to select the course they prefer; (2) evaluate the hypothesis that the background of students who prefer to enroll in a Web-based course is not different from those who prefer to enroll in a traditional class; and (3) identify what advantages the technology used in a Web-based class has in terms of enhancing learning objectives. Participants were 89 students enrolled in two sections of an introductory statistics course at Texas A&M University Corpus Christi, one taught in a traditional classroom and the other taught entirely via the Internet. Dependent variables were student demographics, test scores, and student withdrawal and passing rates. The major conclusion was that the results reported in the earlier study do not appear to be reproducible, at least with this student population. (Contains five tables and six references.) (AEF)

TX, February 28-March 4, 1999); see IR 019 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Group Discussion; Higher Education; Internet; *Listservs; *Personality Traits; Pilot Projects; Preservice Teacher Education; Preservice Teachers; Role Models; *Teacher Characteristics; *Teacher Effectiveness; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Technology Integration

This paper describes a pilot project in which three teachers served as virtual guest speakers to preservice teachers through an electronic discussion group in the form of a moderated listserv. One goal of the project was to integrate technology into the daily classroom activities of the students. The expected outcome was that teachers and teacher education students would grow in their appreciation and understanding of the instructional uses of technology, and teacher education students would grow in their knowledge about what practicing teachers do. However, an unexpected byproduct of the project was the modeling by the guest speakers of dispositions of effective teachers and their public reflection on teaching. The success of the project has led to a larger program, supported by grant funds, with 32 teachers and teacher education students from across Indiana. (Contains 27 references.) (Author/MES)

submitting proposals for collaborative facilities projects, and outlines and discusses five recommendations for changing current procedures. The first recommendation is that collaborative facilities projects should compete in the existing California Community Colleges approval process. Second, collaborative facilities projects must have a separate funding source or additional funding from the regular capital outlay program. Third, collaborative facilities projects must contain a 50 percent local match to the state investment in the project cost, with the proposing community college district providing at least 20 percent of the local match amount. The fourth recommendation is that collaborative facilities projects should have the flexibility to plan for a greater percentage capacity load than provided through current General Obligation bond funding resources. The last recommendation is that collaborative facilities projects should be considered as a pilot program for lump sum funding by the legislature. This document has three appendices, which contain the California State University's 1994 policy and procedures on collaborative facilities projects, acknowledgments, and 12 references. (TGO)

Triton College 1999 NCA Self-Study Report. Prepared for the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.
PUB DATE- 98
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; *College Outcomes Assessment; Community Colleges; *Compliance (Legal); *Educational Finance; Educational Planning; Educational Quality; *Institutional Mission; Mission Statements; Organizational Objectives; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- North Central Association of Colleges and Schools; Triton College IL

The primary purpose of this report is to demonstrate that Triton College meets the North Central Association's (NCA's) twenty-four General Institutional Requirements and satisfies NCA's five criteria of Educational Excellence. To achieve this goal, the report presents a comprehensive picture of Triton College's mission, organization, programs, and resources. The executive summary provides highlights of the report. The introduction discusses college actions taken in response to the concerns stated by the NCA evaluating team after their visit to the college in 1994. The main body of the report consists of five chapters: (1) mission and purposes; (2) resources; (3) educational services and student outcomes; (4) institutional planning; and (5) integrity. Two shorter chapters follow the main body of the report. They include a summary explanation of how Triton College meets the NCA's General Institutional Requirements, and a discussion on Triton College's compliance with regulations contained in the federal government's Higher Education Reauthorization Act. Based upon this conclusion, the college requested continued accreditation from NCA's Commission on Institutions of Higher Education for a 10-year period. Several supplemental tables, charts, and maps are included throughout the document. An organizational chart is contained in the appendix. Contains an index. (TGO)

ED 432 348   JC 990 485

Honors 21st Century.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Awards; Community Colleges; Compensation (Remuneration); Honor Societies; *Honors Curriculum; Incentives; Independent Study; Merit Pay; Program Implementation; Teacher Student Relationship; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Itawamba Community College MS

Itwamba Community College is attempting to develop and implement a comprehensive honors program by the 2000-2001 academic year. The first students to graduate from the honors program will do so in May of 2001. In order to graduate with honors students must: (1) meet all of the requirements for a two-year degree with a cumulative GPA of 3.5 or higher; (2) complete one honors seminar; (3) complete two honors contracts; (4) perform specified community service; and (5) complete the leadership development seminar. An honors contract can be attached to any college-level course and is therefore an extension of a parent course and not a new and separate course. Faculty members are encouraged to participate in the honors program as mentors and are given financial incentives for their participation. A mentor is awarded a $250 initial writing bonus for writing an approved honors contract, $100 for the first student enrolled in an honors contract, and $25 for each additional enrolling in the same contract. However, no more than five students may be enrolled in a single contract. This document includes samples of an honors contract, an honors contract review, a mentor's interview report, a mid-term evaluation, a final evaluation of an honors contract, and a mentor log. (TGO)

ED 432 349   JC 990 489

Ruben, Thomas
A Comparison between Male and Female Mathematics Anxiety at a Community College.
PUB DATE- 98
NOTE- 62p.; Master's Thesis, Central Connecticut State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Anxiety; Comparative Analysis; Mathematical Aptitude; Mathematics; *Mathematics Anxiety; *Mathematics Skills; *Sex Differences; Sex Stereotypes; *Student Attitudes; Two Year Colleges

This study was performed using a convenience sample of 90 students at a northeastern community college to determine gender differences of math anxiety and its effect on math avoidance. Four sections of an introductory English class were given a mathematics anxiety rating scale (MARS) and a math avoidance survey. Five hypotheses were analyzed using both standard normal distribution tests and chi-square contingency tables. It was determined that men reported significantly less math anxiety and sought significantly less help with math than women. Men and women were equal in avoiding taking required math courses. Women avoided majors requiring two or math courses, significantly more than men. Perception of math

ED 432 367 PS 027 692

Kadota, Riyo; Bennett, Tess; Thomas, Dawn
Early Head Start Program (Waves I & II) in Region V: 1999 Joint Needs Assessment Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Needs Assessment; Personnel Needs; Preschool Education; *Technical Assistance; *Training
IDENTIFIERS- *Early Head Start

In order to investigate what types of training and technical assistance (TA) are needed by Early Head Start programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin (EHS Waves I & II), particularly with regard to children with special needs, the Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) and the Region V Quality Network (Q-Net) conducted a needs assessment of the programs. A letter was sent in November 1998 to the directors of the programs asking them to complete a survey with input from other staff members. In addition to demographic data on the programs and children with disabilities, major findings regarding program needs for training and TA include: (1) programs listed teenage parents as their most important need with regard to training and TA; (2) many programs agreed that prenatal issues, families with substance abuse, teenage parents, and welfare reform were issues with regard to training and TA needs; and (3) many programs want assistance with the Head Start Family Information System (HSFIS). (Includes a copy of the survey and numerous figures and tables of findings.) (EV)

ED 432 368 PS 027 693

Forsten, Char; Grant, Jim; Richardson, Irv
The Multiage Evaluation Book.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; Elementary Education; *Evaluation Methods; Grouping (Instructional Purposes); Instructional Effectiveness; *Mixed Age Grouping; Program Effectiveness; Program Evaluation; Teaching Methods

Multiage is an instructional design whereby students from two or more grades are blended together into a learning community that progresses with the same teacher(s) for two or more years. This book was designed to help teachers and administrators explore, implement, and evaluate their multiage program. The book is presented in four parts. The first three parts share a consistent format and include a series of checklists and charts for participating educators to complete. Part 1, "Exploring the Multiage Classroom," examines the multiage classroom, reasons for its implementation, and the kinds of instructional practices commonly associated with it. Part 2, "Implementing

ED 432 388 PS 027 771

Moustafa, Brenda Martin
Multisensory Approaches and Learning Styles Theory in the Elementary School: Summary of Reference Papers.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Educational Theories; Elementary Education; Elementary School Students; Instructional Effectiveness; *Multisensory Learning; Reading Instruction; Teaching Methods; *Theory Practice Relationship

Multisensory approaches and learning styles theories have been found to be effective in developing strategies to teach diverse learners in the elementary school setting. This paper examines how learning styles theory is related to multisensory approaches to teaching, describes a multisensory approach and the reading styles method, and discusses how educational programs using these approaches have been effective in improving student achievement. The paper concludes with recommendations for teachers to identify their students' learning styles and take them into consideration when designing instruction, and for administrators to provide training about learning styles and multisensory approaches. (KB)

ED 432 389 PS 027 773

Children and Welfare Reform: A Guide to Evaluating the Effects of State Welfare Policies on Children.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; George Gund Foundation, Cleveland, OH.; Smith Richardson Foundation, Inc., Greensboro, NC.; Administration for Children and Families (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Evaluation Methods; *Evaluation Problems; Evaluation Research; Measurement Techniques; Policy Analysis; *Program Evaluation; Public Policy; Well Being
IDENTIFIERS- *State Policy; State Policy; *Welfare Reform

Although targeted explicitly at changing adult behaviors and outcomes, welfare reform has direct implications for children. This guidebook details the results of the Project on State-Level Child Outcomes, designed to assist states in measuring child outcomes in the context of welfare reform programs. The guidebook is presented in three sections. Section 1 describes the Project study, in which representatives of state welfare agencies, federal government representatives, and researchers identified a set of child outcomes and agreed upon measurement techniques. This section also describes why child outcomes may be affected by adult-focused welfare programs, describes the conceptual model and common set of constructs, and describes

ED 432 408 PS 027 828

Nord, Christine Winquist
Participacion de los padres en las escuelas (Father Involvement in Schools). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; For English version of this digest, see ED 419 632.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Family Environment; Father Attitudes; *Fathers; Nuclear Family; One Parent Family; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Performance Factors
IDENTIFIERS- ERIC Digests; *National Household Education Survey

Until recently, fathers were the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that fathers' involvement in their children's schools does make a difference in their children's education. Using data from the 1996 National Household Education Survey (NHES:96), this Digest looks at the extent of father involvement in two-parent and in single-parent families, explores the types of involvement, and discusses the link between fathers' involvement and kindergartners' through 12th-graders' school performance. Findings noted include the following: (1) fathers in two-parent families are less likely than mothers in two-parent families to be highly involved in their children's schools; (2) fathers and mothers who head single-parent families are virtually identical in their level of involvement, and it is quite similar to that of mothers in two-parent families; (3) fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. Findings also indicated that in two-parent households, children are more likely to do well academically, to participate in extracurricular activities, and to enjoy school and are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high as opposed to low involvement in their schools. This finding was also true in father-only households, allowing that children living in single-parent households are, on average, less successful in school and experience more behavior problems than children living in two-parent households. The Digest concludes by noting that the low participation of fathers in two-parent families offers schools an opportunity to increase overall parental involvement by targeting fathers, and that fathers can be a positive force in their children's education. (LPP)

ED 432 409 PS 027 829

Crosser, Sandra
Su cumpleanos es en el verano: El dilema de la edad de entrada al jardin pre-escolar (He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

ED 432 425 RC 022 034

Wyzga, Marilyn C.
Homes for Wildlife: A Planning Guide for Habitat Enhancement on School Grounds.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Educational Facilities Planning; Elementary Education; *Environmental Education; Experiential Learning; *Habitats; Integrated Curriculum; *Outdoor Education; Program Development; *Site Development; Wildlife; *Wildlife Management
IDENTIFIERS- *School Yards

This guide for enhancing wildlife habitats on school grounds provides students and teachers the opportunity for direct, hands-on learning in the environment of their schoolyard. Geared towards grades K-8, all activities are developmentally appropriate to involve students on every level, resulting in student ownership of the project and a greater understanding of wildlife. The guide is divided into sections that correspond to the phases of planning and maintaining a schoolyard wildlife enhancement project. Each chapter includes background information, "how to" instructions and tools, supplemental multidisciplinary student activities, references, and checklists. The first section covers pre-activities and familiarizes students and teachers with the project, wildlife needs, and how they are combined to provide habitat. The second section is a planning guide that explains how to analyze conditions in the schoolyard and how to use this information in the plan. Section 3 contains suggestions for a variety of habitat enhancement projects, and guidelines for developing and implementing the enhancement plan. Section 4 presents guidelines for maintenance plans, as well as activity ideas for the outdoor classroom on the schoolyard site. Section 5 consists of 11 appendices: a glossary, sample maps, New England habitat types and associated wildlife, wildlife food charts, planting charts and plant care, construction specifications for nest boxes, resource agencies, selected instructional resources, sources of supplies, worksheets, and activities and ideas for the outdoor classroom. (TD)

ED 432 426 RC 022 036

Federal Education Programs: Making a Difference for Ohio's Children. Annual Report Fiscal 1997.
PUB DATE- 98
NOTE- 32p.; Photographs and some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Delinquency; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Enrollment; Faculty Development; *Federal Aid; *Federal Programs; Homeless People; Immigrants; Limited English Speaking; Migrant Education; Preschool Education;

ED 432 445 SE 061 970

McCann, Wendy Sherman
A Science Teacher's Guide to TIMSS. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Comparative Education; Cross Cultural Studies; Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; Foreign Countries; Mathematics Teachers; National Standards; Science Curriculum; *Science Education; Scientific Concepts; Teaching Methods
IDENTIFIERS- ERIC Digests; *Science Achievement; *Third International Mathematics and Science Study

This digest summarizes the results of the Third International Mathematics and Science Study (TIMSS) as they relate to the interests of K-12 science teachers. TIMSS student achievement results for science are presented along with a brief discussion of how to interpret the scores. The findings of the TIMSS curriculum study and their implications are discussed. A summary of the findings related to teaching practices in Japan, Germany, and the United States is featured. Directions for accessing more TIMSS information from ERIC and other sources are also presented. (WRM)

ED 432 446 SE 062 035

Slime, Scales & Mudpuppy Tails.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animals; Elementary Education; *Habitats; Hands on Science; Reproduction (Biology); Science Education; *Scientific Concepts; Wildlife; *Zoology
IDENTIFIERS- *Amphibians; *Reptiles

This booklet describes several different species of amphibians and reptiles. It lists the scientific and common names for the species of amphibians and reptiles and features a series of questions that differentiate one species from the other. Information about identifying characteristics, natural habitats, habits, and reproduction information is also provided. Organisms discussed include: (1) Salamander; (2) Eastern Tiger Salamander; (3) Mudpuppy; (4) Small-Mouthed Salamander; (5) Frogs and Toads; (6) Blanchard's Cricket Frog; (7) Bullfrog; (8) American Toad; (10) Snakes; (11) Eastern Hognose Snake; (12) Midland Brown Snake; (13) Black Rat Snake; (14) Lizards; (15) Northern Fence Lizard; (16) Western Slender Glass Lizard; (17) Five-Lined Skink; (18) Turtles; (20) Common Snapping Turtle; (21) Stinkpot; and (22) Eastern Spiny Softshell. A list of vocabulary words is included. (CCM)

ED 432 471 SE 062 716

Duffin, Janet
Managing Change.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; Course Descriptions; Foreign Countries; Higher Education; *Mathematics Activities; *Mathematics Instruction; Number Concepts; *Student Attitudes

This paper describes a workshop that aims to change adult students' attitudes toward early number work in order to give them a different perspective and help them make mathematics their own so that they will no longer be looking for the teacher's approval to tell them whether what they have done is correct. (ASK)

ED 432 472 SE 062 721

O'Sullivan, Christine Y.; Weiss, Andrew R.
Student Work and Teacher Practices in Science: A Report on What Students Know and Can Do.
PUB DATE- 99
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Educational Environment; *Educational Practices; Elementary Secondary Education; National Competency Tests; *Science Education; *Science Process Skills; *Science Teachers; Scientific Concepts; Standardized Tests; Student Attitudes; Tables (Data); Teacher Characteristics; Teaching Methods
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

In 1996, the National Assessment of Educational Progress (NAEP) assessed the knowledge and skills of students in the areas of earth science, life science, and physical science. It also collected information related to the background of students (grades 4, 8, and 12), their teachers (grades 4 and 8), and the schools they attended (grades 4, 8, and 12). This report is intended primarily for science teachers; hence, the results presented relate directly to student performance, classroom practices, and school climate. This report also discusses students' attitudes and beliefs about science. The report is divided into four parts. In the first part (chapter 1), an overview of the assessment is provided. This includes information about the framework used in the development of the assessment, a description of how the assessmet was administered to students, and an explanation of how to interpret NAEP results. In the second part (chapters 2, 3, and 4), examples of questions and student responses are presented. These chapters are divided by grade. The third part (chapters 5 and 6) contains information collected from students, teachers, and school administrators about classroom practices, student

ED 432 495 SO 030 670

The Role of the Independent Counsel. Web Lesson.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict of Interest; *Federal Legislation; Government Role; Higher Education; *Legal Problems; Political Science; Secondary Education; Social Studies; United States Government (Course); World Wide Web
IDENTIFIERS- *Congress; Department of Justice; *Independent Counsels

This lesson presents an overview of the origin and procedure of the Independent Counsel Statute enacted in 1978 by the U.S. Congress. The lesson explains that the statute was drafted to eliminate the conflict of interest that might arise when the Department of Justice is ordered to investigate important government figures and that it gives the Attorney General the power to appoint an independent counsel when he or she determines that there is sufficient evidence to warrant the investigation of high-ranking government officials. Controversy over the statute and its powers has not been resolved; the lesson discusses several questions surrounding the controversy. Five student discussion questions are included and a class activity for small groups is provided. Web links for broadcast media sites, print media sites, E-zines, encyclopedias, legal sources, government sites, and other sources are offered. (BT)

ED 432 496 SO 030 678

Texas Essential Knowledge and Skills for Fine Arts: Chapter 117.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advanced Placement; Art; Dance; Elementary Secondary Education; *Fine Arts; Music; State Boards of Education; *State Curriculum Guides; State History; *State Standards; Theater ARts
IDENTIFIERS- International Baccalaureate; *Texas Essential Knowledge and Skills

This document contains Chapter 117 of the Texas Education Code, 28.002, and is related to the Texas Essential Knowledge and Skills for Fine Arts, originally adopted in September of 1997. The provisions and expectations for each area of the fine arts (art, music, dance, theater) and each grade level are provided. The document is divided into subchapters: (1) Elementary; (2) Middle School; (3) High School; and (4) Other Fine Arts Courses, including advanced placement courses and International Baccalaureate requirements. (MM)

ED 432 497 SO 030 704

State of Maine Learning Results: Social Studies.
PUB DATE- 97
NOTE- 27p.

ED 432 516 SO 030 964

Haas, Mary E.; Laughlin, Margaret A.
Perspectives of Social Studies over a Quarter of a Century: Reflections from Veteran Social Studies Leaders.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; *Social Studies; Surveys
IDENTIFIERS- Discourse Communities; *Educational Issues; New Social Studies; Personal History; *Professional Concerns; Self Report Measures

A study focused on documenting historical events and personal histories of individuals active in social studies during the last half of the 20th century. Objectives included: (1) to pass on the heritage of social studies education over the past 50 years as viewed by veteran social studies educators in their own words; (2) to identify major changes in social studies education over these years; (3) to identify the perspectives veteran social studies leaders hold regarding the future of the field in the coming years; and (4) to ask respondents to identify their own legacy to the field to pass it on to less experienced colleagues. Using the membership list of professional organizations, questionnaires were sent to individuals with 25 years or more in social studies; 43 responded directly to the survey and offered insights. Findings included identification of changes in social studies such as the inclusion of multicultural/global/gender related education within the scope of social studies programs; the impact of the "New Social Studies" as a whole or the identification of specific changes in curriculum content that emerged from these initiatives; issues related to standards, testing, assessment and evaluation of students and teachers; and inclusion of technology as a teaching tool in social studies programs. As to the future role of social studies in the 21st century, three dominant trends emerged: (1) the need for stronger social studies discipline; (2) an increased use of technology; and (3) the diminishing and fragmentation of social studies as a field of study. Contains 16 references. (BT)

ED 432 517 SO 030 966

Rury, John L.
Educating Urban Youth: James Conant and the Changing Context of Metropolitan America, 1945-1995.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Comprehensive Programs; Consolidated Schools; Economic Factors; *Educational

ED 432 535   SP 038 645

Improved Reading Achievement: It's Union Work.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Beginning Reading; Educational Improvement; Educational Research; Elementary Education; Elementary School Students; Equal Education; Paraprofessional School Personnel; Preschool Education; Public Education; *Reading Achievement; *Reading Instruction; Reading Skills; Teacher Associations; Teacher Role; Unions; Young Children

This booklet discusses the importance of all students being guaranteed a carefully crafted and appropriately balanced approach to reading instruction. Section 1, "Beginning Reading Instruction," discusses variation and inequity in reading instruction and reading skills nationwide. The American Federation of Teachers (AFT) has made it a priority to ensure high quality professional development in reading instruction skills for all elementary teachers; to raise preparation and licensure standards for elementary teachers; to develop certification standards for elementary paraprofessionals; to support quality early childhood and preschool programs; and to increase the availability of quality programs and materials in reading and English language arts. The AFT pledges to collaborate with other educational organizations to work on this issue, disseminate information, and provide high quality professional development to teachers and paraprofessionals. Section 2, "Questions and Answers," answers questions on the need for a reading resolution; reading research and phonics; research on reading difficulties among regular-education versus special-education students; a balanced approach to reading instruction; the paraprofessional role; diagnostic assessments in kindergarten; and older students' reading needs. Section 3, "Background Information," presents an essay written by Liz McPike that discusses the importance of reading skills and what is known about how best to help children learn to read. Section 4, "Background Reading," presents suggested reading materials. (SM)

ED 432 536   SP 038 646

Charter Schools Update. Educational Issues Policy Brief. Number 9.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; Educational Innovation; *Educational Legislation; Elementary Secondary Education; Labor Turnover; Nontraditional Education; *State Legislation; Teacher Associations; Teachers; Unions

This policy brief analyzes state charter school laws in light of American Federation of Teachers criteria for strong legislation and examines current findings concerning whether charter schools are living up to the bright claims touted by their advocates or the dire consequences predicted by their foes. It also details emerging issues regarding the proliferation of these schools. Section 1, "Introduction," presents an overview of the issue. Section 2, "Evaluating State Charter School

ED 432 555 SP 038 673

Schumacher, Joy
Integrating Physical Education and Language Arts: What Literature Do Physical Education Specialists Use, and How Are Physical Education and Language Arts Integrated?
PUB DATE- 99
NOTE- 79p.; Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Curriculum Development; Elementary Secondary Education; Integrated Activities; *Interdisciplinary Approach; *Language Arts; *Movement Education; *Physical Education; Psychomotor Skills

This study investigated the literature physical education (PE) specialists used and how they integrated PE and language arts. The researcher kept a journal to record books, poems, and ideas of ways to integrate to two disciplines. She sent a survey to 10 PE teachers that asked what books they used and how they integrated language arts and PE. She compiled an annotated bibliography of books and poems, listing ways to integrate ideas from PE with the literature. Results indicated that stories were more frequently read to K-2 PE students. Other types of reading were also incorporated into K-2 classes more frequently than in other grade levels. Writing was done most often in grades 3-6. Neither reading for writing were done often in any of these situations. Listening skills and verbal skills were used most of the time at all grades levels. Computer skills were not used at any level. Teachers listed 11 ways they incorporated reading, other than books, into their lessons. Limiting factors to integrating PE and language arts included time constraints and space limitations. Most PE activities listed in the literature related to animal movements. The paper offers suggestions for making PE classes a place for literacy. The annotated bibliography for integrating PE and language arts is included. (Contains 2 figures and 20 references.) (SM)

ED 432 556 SP 038 677

Levin, Barbara B.
Is the Class of 1998 Ready for the 21st Century School? Longitudinal Study of Computer-Using Teacher Candidates.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Education; Higher Education; *Knowledge Base for Teaching; Longitudinal Studies; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Teacher Knowledge

This study examined how elementary teacher candidates in a program that emphasized the integration of computer-based technologies as tools for teaching and learning used technology, both personally and professionally, during the teacher preparation program. The study also examined factors that influenced their disposition to use and integrate computer-based technologies into their teaching. This paper presents baseline data from three points during the preservice component

ED 432 574 SP 038 699

Husu, Jukka
How Teachers Know and Know About Others? An Epistemological Stance towards Pupils.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Biennial Conference of International Study Association on Teachers and Teaching (9th, Dublin, Ireland, July 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Foreign Countries; Knowledge Base for Teaching; Teacher Attitudes; Teacher Behavior; Teacher Characteristics
IDENTIFIERS- Finland; *Practical Knowledge; *Teacher Knowledge

This paper presents a conceptual framework of teachers' practical knowledge. The researcher examined interview data from 29 Finnish elementary school teachers to identify common features underlying teachers' practical knowledge. The interviews examined teachers' teaching and students' learning activities, social relationships within the profession, and teachers' professional selves. The empirical findings indicated that teachers shared some common epistemological stances guiding their practical ways of knowing. These stances were investigated and identified according to ways of being (nonscholastic stance) and ways of acting (organizational stance). This paper brings these two stances in teachers' practical knowledge together. It argues that the stances have the potential to combine vocational and professional aspects by establishing alternative epistemologies in teachers' practical knowledge. The results indicate that teaching can be seen both as a vocation with deep personal commitment and as a profession with procedural reasonings. For effective teaching, both aspects should be brought together. (Contains 66 references.) (SM)

ED 432 575 SP 038 701

Henderson, Phyllis; Jones, Mary Ann; Self, Eileen F.
Collective Efficacy in Urban Schools: Linking Home, School and Community Resources.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; Cooperative Planning; Elementary Secondary Education; Higher Education; *Parent School Relationship; *Partnerships in Education; Preservice Teacher Education; Public Schools; *School Community Relationship; *Self Efficacy; *Urban Schools; *Urban Teaching

This paper discusses an ecological approach to training educators for urban schools which focuses on learning to develop and nurture collaborative relationships with parents and communities. It argues that the construct of collective

ED 432 593 TM 029 970

Davis, Rita, Ed.

Proceedings of the Stake Symposium on Educational Evaluation (Champaign, Illinois, May 8-9, 1998).

PUB DATE- 98

NOTE- 365p.; "With assistance from Marya Burke, Colleen Medley, and Theresa Souchet."

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Higher Education; *Measurement Techniques; *Performance Based Assessment; Program Evaluation

IDENTIFIERS- *Stake (Robert E)

A symposium on educational evaluation was held to celebrate the career of Robert E. Stake. Contributions, which relate to many aspects of educational evaluation, include: (1) "The Issue of Advocacy in Evaluation" (Ernest House and Kenneth Howe); (2) "The Meaning of Bias" (Michael Scriven); (3) Commentary on Ernie House and Michael Scriven's Presentations (Lee Cronbach); (4) "Assessing, Evaluating, Knowing" (Linda Mabry); (5) "Balancing Philosophy and Practicality in Qualitative Evaluation" (Jennifer Greene); (6) "Naturalistic Generalizations as the Source of Investigative Insight" (Nick Smith); (7) "Naturalistic Generalizations: We Think What We Are" (Deborah Trumbull); (8) "What Is Really at Stake?" (Ulf Lundgren); (9) "Illogical Teaching" (Jim Raths); (10) "Love and Death and Responsive Evaluation" (Saville Kushner); (11) "Responsive Evaluation Amistad Style: Perspectives of One African-American Evaluator" (Stafford Hood); (12) "Who Knows? And Other Questions I Might Ask Bob Stake" (Sue Noffke); (13) "From Responsive to Collaborative Evaluation" (Rita O'Sullivan); (14) "Creating Evaluating Organizations" (James Sanders); (15) "'Give Me an Insight': Training and Reporting in Naturalistic Evaluation" (Helen Simons); (16) "Possibilities for Cultivating Evaluative Intelligence" (Lou Rubin); (17) "Evaluation Is Not Evaluation Is Not Evaluation" (Norm Stenzel); (18) "Setting Performance Standards for National Board Assessments: A Reprise on Research and Development" (Dick Jaeger); (19) "The Legacy of Centers" (Tom Fox); (20) "Case Study: The Importance of Multiple Takes" (Jacquie Hill); (21) "Robert Stake and Our Business of Evaluation" (Katherine Ryan and John Ory); (22) "Social Work Evaluation in Sweden and Robert Stake" (Haluk Soydan); (23) "Case Study Approach in the Negotiating Evaluation Model" (Maria Saez Brezmas and Antonio Carretero); (24) "Excerpts from an Evaluation of Kenwood Elementary School's Year-Round Program" (Delwyn Harnisch, Philip Zodhiates, and Najmuddin Shaik); (25) "A Study of an Empowered School: An Investigation of the Development and the Effect of a Teacher Empowerment Process" (Carmen Palmer); (26) "Effects of a Museum-School Collaborative on Seventh Grade Students of an Urban Public Elementary School" (Mary Ann Ludwig); (27) "Two Faces of Urban High School Students: Characteristics of Dropouts and Persisters" (Lois Gueno); (28) "Ghosts and Reminiscences: My Last Day on Earth as a 'Quantoid'" (Gene Glass); (29) "Bob Stake Meets Mr. Rogers" (David Balk); (30) "Tom and Bob: CIRCE '64 to '67: Evaluation Sweetwater on the Illinois Plains: Portrait of an Education: A Responsive Reflection: Five Colons in Search of a Paper" (Thomas O. Maguire); (31) "Two Measurement Guys Gone Wrong or Fumbling and Stumbling toward a Paradigm" (Lou Smith); (32) "35

ED 432 614 TM 029 997

Thompson, Tony D.; Davey, Tim
CAT Procedures for Passage-Based Tests.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; College Entrance Examinations; Comparative Analysis; *Computer Assisted Testing; Higher Education; Reading Comprehension; *Reading Tests; Test Format; Test Items
IDENTIFIERS- Paper and Pencil Tests

Methods to control the test construct and the efficiency of a computerized adaptive test (CAT) were studied in the context of a reading comprehension test given as a part of a battery of tests for college admission. A goal of the study was to create test scores that were interchangeable with those from a fixed form paper and pencil test. The first approach to controlling the test construct is to require the CAT to balance the item content type by constraining the amount of information obtained from each content area through algorithms developed by T. Miller and T. Davey (1999). A second approach is to allow content constraints to vary across ability levels. A third approach is to allow a variable standard error across the ability scale. Preliminary results from a simulation study show that a CAT with fixed passages and adaptive items has the potential to produce interchangeable scores with a fixed form version of the test. (Contains 2 tables, 4 figures, and 13 references.) (SLD)

ED 432 615 TM 029 998

Collins, Tricia L.
Pupil Assessment. Informational Paper #32.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Testing; Elementary Secondary Education; Performance Based Assessment; Program Descriptions; *State Programs; *Test Use; *Testing Programs
IDENTIFIERS- Alternative Assessment; *Wisconsin

This paper provides information on testing programs for elementary and secondary school students that are administered or coordinated by the Office of Educational Accountability within the Wisconsin State Department of Public Instruction. The first section provides background and definitions of assessment alternatives, including various types of performance based assessments. The second section describes past assessment programs, and following sections outline current assessment programs in Wisconsin, previous and current assessment initiatives and federal requirements. The final section discusses funding for assessment initiatives. (Contains three tables.) (SLD)

ED 432 616 TM 030 009

expectations. Findings support the view that every urban student considering attending college should take a program of college preparatory courses, including 4 years of English, 3 or more years of mathematics, 3 or more years of social studies, and 3 or more years of science. The racial and ethnic composition of ACT urban test takers continues to be quite different from test takers nationally; three-fourths of urban test takers were children of color. Urban students increased their average ACT composite score between 1997 and 1998, although the national average remained unchanged. Of the 52 Great City Schools studied, only 15% (8 districts) had 1998 average ACT composite scores at or above the national average. These findings and other data from the study suggest the importance of taking courses that are rigorous enough to prepare a student for high school and preclude the need for remedial coursework after high school. Recommendations and promising practices are suggested to improve the academic achievement and college success rate of urban students. Appendixes define core courses, present standards for transition, and list numbers of ACT-tested graduates by Great City Schools district. (Contains 26 figures.) (SLD)

ED 432 636   UD 033 053

Ting, Hsueh-yin
Different "Chinese" Playing Together: The Intra-Group Relationships and Interactions in a Multilingual Preschool Classroom.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Chinese Americans; *Diversity (Student); *Ethnicity; Interaction; Language Proficiency; Multicultural Education; *Peer Relationship; Play; *Preschool Children; Preschool Education; Racial Differences

This study describes and analyzes the peer social world within the Chinese group in a multilingual preschool classroom, focusing on the ways Chinese children organize their interactions with each other and with other ethnic groups and how subcultural group differences are related to peer relationships. Most of the children in this class had peers with whom they could converse in their home languages. There were seven Chinese children speaking different dialects, and one spoke English in preference to her limited Mandarin. Their subgroup differences had important influences on the children's peer interactions. When no two in the play group come from the same place, the children create common ground (e.g., claim to be from Taiwan) to show their similarity and feel that they are a group. Some of the data show that some elements of Chinese culture might be transmitted or changed when the children interact with their peers. Among the questions that merit further study is that of the role of the school in the peer relationships of these "Chinese" children of differing backgrounds. Attachments include language proficiency descriptions and six figures. (Contains 15 references.) (SLD)

ED 432 637   UD 033 054

Quint, Janet C.; Miller, Cynthia; Pastor, Jennifer J.; Cytron, difficulty was not associated with math anxiety. Although there were few participants with both high levels of math anxiety and math avoidance, inspection of scatter diagrams suggest that men with high MARS scores and women of all MARS scores are at risk to avoid math courses. It is concluded that MARS represents a moderately useful measure for school professionals to predict men's math avoidance, and to a lesser degree women's math avoidance. Literature suggests that societal norms may be more influential than math anxiety in explaining women's math avoidance. This document contains thirty-nine references and two appendices, which include sample surveys and supplemental data tables. (Author/TGO)

ED 432 350 JC 990 506

Access to Postsecondary Education for Students from Low Income Families: A Report to the Alabama State Board of Education.
PUB DATE- 99
NOTE- 10p.; Statistics in this report are based on data contained in "Postsecondary Education Opportunity" (Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, Number 83, May 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Economic Factors; *Economically Disadvantaged; *Educational Attainment; Educational Opportunities; Enrollment Influences; Higher Education; Low Income Groups; Poverty; Tables (Data)
IDENTIFIERS- *Alabama

This report summarizes data on access to postsecondary education for students from low income families. From a national perspective, access to postsecondary education for students from low-income families is less now than at any time since 1970. By income quartile, in 1996 the chance that students from families with an annual income below $24,500 would graduate from high school and enter college was roughly 35%, a 7.6% increase over 1980, compared to an 80% chance for students of the same age from families with an annual income of $72,000 or more, a 16.7% increase over 1980. Averaging data across the last 6 years, there is only a 16.1% chance that students within the state of Alabama from low income families will gain access to postsecondary education. This ranks Alabama as one of the lowest in the nation. Many factors affect access to postsecondary educational opportunity, including the extent of poverty in a state, the high school graduation rate, the availability of financial assistance, changes in financial aid regulations, rising tuition and fees, availability of support systems such as transportation and child care, and the flexibility of work schedules of students from low income families. This report presents six charts that provide information about access for the country, southern states, and Alabama. (JJL)

ED 432 351 JC 990 507

Weinberg, Barry M.
A Planned Giving Primer for Rockingham Community College Foundation Board Members.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the Multiage Classroom," presents the steps involved in planning the instructional design associated with a multiage classroom. Part 3, "Evaluating the Multiage Classroom," provides assistance in establishing an evaluation process for the multiage instructional design, clarifying the elements to be evaluated and how the results should be used, shared, and reported. Part 4, "Support Pages," contains reproducible forms and sample letters, questionnaires, and surveys, ready for revision or immediate use. The final section also provides recommended resources for further information. (KB)

ED 432 369 PS 027 699

Van den Bergh, Bea
Childhood in Flanders from the Child's Point of View: A Large-Scale Survey among Six to Twelve-Year-Olds and Their Parents.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Conference on Childhood and Children's Culture (Esbjerg, Denmark, May 30-June 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Demography; *Educational Environment; Elementary Education; *Family Life; Foreign Countries; *Friendship; Questionnaires; Statistical Surveys; *Test Validity
IDENTIFIERS- Belgium (Flanders)

A large-scale representative survey was conducted in Flanders to assess the living conditions and competence of 6- to 12-year-old children. Subjects were 1,798 pupils from 68 primary schools who completed a questionnaire on different aspects of their lives and a Dutch version of Harter's Self-Perception Profile for Children. The 6- to 8-year-olds in the subject population completed an altered version of the questionnaire. Adult respondents included 1,240 parents and 113 teachers. Questions were broad and covered the following areas of children's lives: family, parents' employment, school environment, friends, and leisure. Among the findings were the following: the majority of children are living with their married biological parents. Most children feel happy in their families and have a good to very good relationship with their parents. Most like or love going to school and are happy with their teachers. The questionnaire, in which the child is the unit of observation and analysis and in which the entire attention is given to the child's point of view, is on the interface between sociology and psychology. It was concluded that it is possible to associate children as respondents in research and obtain reliable and scientifically justified information on children's living conditions. (An appendix describes the design and layout of children's questionnaires, including a sample page. Contains 48 references.) (LBT)

ED 432 370 PS 027 702

Van den Bergh, Bea
Going to Primary School in a City or in a Village: Does It Make Any Difference?
PUB DATE- 97
NOTE- 35p.; Paper presented at the International, Interdisciplinary Conference on Urban Childhood (Trondheim, Denmark, June 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

several approaches to studying child well-being and the strengths and weakness of each approach. Section 2 presents the common core of constructs, including the rationales and sample questions to assess outcomes related to: (1) family income; (2) employment; (3) family formation and dissolution; (4) mother's psychological well-being; (5) absent parent involvement; (6) stability and turbulence; (7) consumption; (8) use of health and human services; (9) child care; (10) home environment and parenting practices; (11) children's education; (12) children's health and safety; and (13) children's social and emotional adjustment. Section 3 contains five appendices, including a copy of the child well-being survey and adult survey used in Florida, federal data sources, a description of surveys and measures from which sample measures were drawn. Contains approximately 125 references. (KB)

ED 432 390 PS 027 774

Cecchetti, Roberta
Living on the Edges: Children Who Work in Europe. From Exploitation to Participation.
PUB DATE- 98
NOTE- 145p.; With the support of the Joseph Rowntree Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Labor; Child Welfare; *Children; Childrens Rights; Developed Nations; Federal Legislation; Foreign Countries; Homeless People; *International Law
IDENTIFIERS- *Europe; European Union; Greece; Italy; Portugal; United Kingdom; United Nations Convention on Rights of the Child

The majority of European countries do not recognize working children as a cause of concern, but rather consider it a past and/or solved problem, or one present only in developing nations. This report presents the results of a questionnaire study, undertaken by the European Forum for Child Welfare (EFCW), which investigated at a grass roots level the presence of working children in European countries. Information was obtained through a questionnaire sent to non-governmental child welfare organizations, all EFCW members, to determine how the network of child welfare organizations deals with working children and their awareness of the issue. Chapter 1 of the report presents relevant definitions, focusing on legal differentiations made among child labor, work, and employment. Chapter 2 considers the state of international law concerning child work and the protection of the work of children. Chapter 3 examines the state of ratification of the main international pieces of legislation related to working children and includes a table delineating the national education and child labor legislation for European Union countries. Chapter 4 contains case studies for the United Kingdom, Greece, Italy, and Portugal to illustrate different approaches used to deal with working children. The report concludes that children in Europe work in both exploitative and beneficial situations. Finally, the report includes recommendations for systematic research on several aspects of child work, eradication of all forms of hazardous and exploitative child work, careful differentiation between the usefulness of international instruments articulating universal principles and the need for flexible and relativist programmatic approaches. Contains 82 references. (KB)

ED 432 391 PS 027 781

NOTE- 3p.; For English version of this digest, see ED 423 079.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Enrollment; Individual Development; *Kindergarten; Kindergarten Children; Learning Readiness; Males; Primary Education; *School Entrance Age; *School Readiness; Student Adjustment; Student Placement
IDENTIFIERS- *Academic Redshirting; ERIC Digests; *Season of Birth; Summer

Educators commonly recommend that children born during the summer months, especially boys, be given an extra year to mature before entering kindergarten so that they will not suffer from the academic disadvantages of being among the youngest children in a class. Terms such as "academic red-shirting" and "graying of the kindergarten" have been invented to describe the practice and effects of holding children back from kindergarten. This Spanish-language Digest asserts that research cited in support of delayed entrance, however, is meager and somewhat contradictory. Results of a study comparing a group of summer-born children who delayed school entrance to a group who entered kindergarten on time (matched for intelligence) indicated that boys with summer birth dates tended to be advantaged academically by postponing entrance; the advantage was greatest in reading. The Digest asserts that such small-scale studies need to be replicated before educators can make informed recommendations about optimum kindergarten entrance age. The Digest notes that affluent parents tend to hold out their summer-born children more often than do low socioeconomic status parents, causing children at academic risk from poverty factors to face the additional hurdle of being compared to advantaged children who are 12 to 15 months older. The Digest concludes by noting that academic achievement is only one piece of the school entrance age puzzle, and that blanket recommendations to hold back one group of children only serve to change who will be part of the youngest group. The Digest recommends that educators and parents consider the individual child when making entrance age decisions. (EV)

ED 432 410 PS 027 830

Anderman, Lynley Hicks; Midgley, Carol
Motivacion y estudiantes de secundaria (Motivation and Middle School Students). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For English version of this digest, see ED 421 281.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Classroom Environment; *Early Adolescents; Goal Orientation; *Middle School Students; Middle School Teachers; Middle Schools; Motivation Techniques; Personal Autonomy; Self Determination; Student Attitudes; *Student Motivation; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Theories
IDENTIFIERS- ERIC Digests; Task Goal Attitudes

Research has shown a decline in motivation and performance for

School Security; *Special Needs Students; Supplementary Education
IDENTIFIERS- Elementary Secondary Education Act Title I; *Ohio

Although federal funds comprise less than 7 percent of all educational spending in Ohio, the programs they fuel benefit thousands of children each year. This report summarizes data for fiscal year 1997 on federal programs authorized through Titles I, II, IV, VI, and VII of the Elementary and Secondary Education Act and through the McKinney Homeless Assistance Act. Most of the report is concerned with Title I programs, operated in 592 of Ohio's 611 school districts. In fiscal 1997, Title I programs served 296,202 students who lived in low-income families, institutions for neglected or delinquent children, or foster homes, as well as 2,953 migrant students in preschool and grades K-12. Details are provided on federal funding, institutional participation, student participation by institutional type and grade span, instructional services, student performance on state proficiency tests, expenditure patterns, teachers and staff, professional development, parent involvement, and successes. Profiles describe: (1) Title II, the Eisenhower Professional Development Program, which funded training for over 38,000 educators; (2) Title IV, Safe Drug-Free Schools, which funded prevention and intervention programs; (3) Title VI, Innovative Assistance Program, which encourages comprehensive education reform; (4) Title VII, Lau Resource Center, which funded services for immigrant students and those with limited English proficiency; and (5) education for homeless children and youth. Contains photographs, data tables, and figures. (SV)

ED 432 427 RC 022 037

Tisdale, Elizabeth; Thomason, Timothy C.
Counseling American Indians: An Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; American Indian Culture; *American Indians; Annotated Bibliographies; Children; *Counseling; *Counseling Techniques; Counselor Client Relationship; Cross Cultural Training; *Cultural Relevance; Health Services; *Intercultural Communication; Mental Health; Professional Education; *Psychotherapy; Social Work
IDENTIFIERS- Cultural Sensitivity

This bibliography presents 75 annotated entries on counseling and psychotherapy with American Indians. Entries include journal articles, books, book chapters, newspaper and newsletter articles, and conference papers, published 1964-96. Topics covered include counseling approaches and techniques, mental health services for Native Americans, cross-cultural psychology, cultural awareness in social work, rehabilitation counseling, opinions of college and high school students about counseling and counselor characteristics, suicide, community intervention, traditional healing, child and family services, culturally relevant counseling, professional education and training, and counseling students. Also included are lists of publications by Teresa LaFromboise, Damian McShane, Candace Fleming, Spero Manson, Beatrice Medicine, and Joseph E. Trimble. (SV)

ED 432 447 SE 062 328

Haury, David L.; Milbourne, Linda A.
Helping Your Child with Science. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Assignments; Computer Uses in Education; Elementary Secondary Education; Homework; Internet; National Standards; *Parent Participation; *Parent Role; *Resource Materials; Science Curriculum; *Science Education; *Study Habits
IDENTIFIERS- ERIC Digests

This digest presents an overview of ways that parents can encourage their child's learning in science. National and state standards for science knowledge and skills are discussed. The importance of parental guidance and encouragement in all subjects--science in particular--is also discussed. Suggestions are made for setting a good example, helping children see the science around them, providing a place and resources to study, and helping with science homework. Over 20 Internet resources related to supporting students' science learning are listed. (WRM)

ED 432 448 SE 062 346

Denes, Ronni; Highsmith, Robert J.
Keeping Score: Comparative Performance of Engineering Institutions in Creating Access, 1997-98.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Blacks; *Engineering; *Engineering Education; *Ethnic Groups; Higher Education; Hispanic Americans; *Institutes (Training Programs); *Minority Groups; Tables (Data); Universities
IDENTIFIERS- Latinos

This document offers a snapshot of enrollment and graduation statistics of African Americans, Latinos, and American Indians in engineering institutions in the United States. This data provides the baseline for a series that will examine institutional productivity over time and will include analyses of retention and effective university policy in addition to ongoing access. Highlights in this report include the following: (1) minority enrollment in engineering has declined 8.2 percent from its peak of 15,181 in 1992-93 to 13,929 in 1997-98; (2) in the African American community, the enrollment decline has dropped 17 percent during the past 5 years and minority engineering enrollment at historically Black colleges declined 40.2 percent since 1992; (3) 50 percent of all African American, Latino, and American Indian freshmen enrolled at just 39 institutions, 11 percent of the engineering schools; (4) 50 percent of all Bachelor of Science of Engineering degrees came from 10 percent, or 34, of the engineering schools; and (5) at 42 of the nation's engineering institutions, not a single minority student was enrolled in 1997-98, and at 46 motivation, and parental involvement in learning. Finally, the fourth part contains appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment (appendix A), scoring guides for questions discussed in chapters 2, 3, and 4 (appendix B), and standard errors for the statistics presented in the report (appendix C). (WRM)

ED 432 473 SE 062 725

Wedege, Tine
Could There Be a Specific Problematique for Research in Adult Mathematics Education?
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Educational Research; Foreign Countries; *Mathematics Education; Mathematics Instruction

This paper attempts to locate a leitmotif for the mathematics education of adults, and discusses whether there exists a specific problematique for research into this area. The term 'problematique' is described and discussed. A problematique within didactics of mathematics is presented, and a conceptual framework for the construction of a systemically linked problem field is explicated. Contains 10 references. (ASK)

ED 432 474 SE 062 726

Lal, Bhavya; Yoon, Sam; Carlson, Ken
How Large Is the Gap in Salaries of Male and Female Engineers? SRS Issue Brief.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment; *Engineering; Higher Education; Quality of Working Life; *Salaries; *Salary Wage Differentials; Science Education; *Sex Differences; Technical Occupations

This issue brief examines the gender salary gap in engineering, an occupation in which women held 10% of the jobs in 1995. Using multivariate regression analysis, various potential explanations for the salary gap in this field are explored. It was concluded that the salary gap is primarily explained by the fact that female engineers, on average, have fewer years of experience since obtaining their first baccalaureate degree than males. Salaries of male and female engineers with similar years of experience are virtually the same. (CCM)

ED 432 475 SE 062 729

Fluellen, Jerry Ellsworth, Jr.
Kids Teaching Kids: An Ethnographic Study of Children's Strategies for Presenting in a 5th Grade Science Class. Occasional Paper #1.
PUB DATE- 99
NOTE- 25p.; A product of Smile of Africa, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Ethnography; *Grade 5; Intermediate Grades; Multiple Intelligences; Peer Teaching;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Economics; Elementary Secondary Education; Geography; History; *Social Studies; *State Standards
IDENTIFIERS- *Maine

In this document the social studies knowledge and skills deemed necessary for preparing Maine students for work, higher education, citizenship, and personal fulfillment are identified. The document serves as a guideline for teachers and parents regarding what students should know and be able to do at various checkpoints during their social studies education. Introductory materials include "Guiding Principles" and "Structural Processes for Shaping and Implementing Education Reform." Social studies content is organized by discipline area and is further differentiated by content focus. "Civics and Government" is divided into content areas (1) "Rights, Responsibilities, and Participation"; (2) "Purposes and Types of Government"; (3) "Fundamental Principles of Government and Constitutions"; and (4) "International Relations." History includes content areas (1) "Chronology"; (2) "Historical Knowledge, Concepts, and Patterns"; and (3) "Historical Inquiry, Analysis and Interpretation." Geography contents are: (1) "Skills and Tools"; and (2) "Human Interactions with Environments." Economics knowledge and skills include (1) "Personal and Consumer Economics"; (2) "Economic Systems of the United States"; (3) "Comparative Systems"; and (4) "International Trade and Global Interdependence." Lists of knowledge and skill expectations are given in each content area for students in four age groups: (1) elementary grades: pre-K - 2; (2) elementary grades: 3-4; (3) middle grades: 5-8; and (4) secondary grades: 9-12. (MM)

ED 432 498 SO 030 705

State of Maine Learning Results: Visual and Performing Arts.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Dance Education; Drama; Elementary Secondary Education; *Fine Arts; Music Education; *State Standards; Visual Arts
IDENTIFIERS- *Maine

In this document, standards for knowledge and skill acquisition of Maine students in the visual and performing arts are identified. The document serves as a guideline for teachers regarding what students should know and be able to do at various checkpoints throughout arts education. The arts identified include dance, music, theater, and visual arts. Knowledge and skill expectations are organized by content areas deemed common to the arts. These content areas are: (1) "Creative Expression"; (2) "Cultural Heritage"; and (3) "Criticism and Aesthetics." Lists of knowledge and skill expectations are given in each content area for students in four age groups: (1) elementary grades: pre-K - 2; (2)

History; Educational Philosophy; Educational Sociology; *High
Schools; Racial Factors; *School Culture; *Social Change;
*Student Needs; Urban Youth
IDENTIFIERS- Comprehensive Education Process; *Conant (James
Bryant); Historical Background

James Bryant Conant issued his famous report, "The American High School Today," in 1959, giving voice to a clear and influential reaffirmation of the comprehensive secondary school. Conant's vision in this, and in another work, "Slums and Suburbs" (1961) makes an interesting point of departure for consideration of the forces that have shaped the U.S. high school in the latter half of the 20th century. This paper discusses Conant's ideas and addresses just how these ideas have been treated by history. First the paper provides the historical context of the post World War II United States, and then it examines in depth the questions of race and the comprehensive high school; the rise of a youth culture; and high schools, youth, and the changing urban economy. The paper assesses how the changing social and economic context of postwar U.S. society changed the prospects for success of the comprehensive high school. It concludes that a number of historical developments converged in the decades following the Second World War to make James Conant's vision of the high school problematic, at least in the nation's large metropolitan areas. It also questions what the best institutional arrangement is for the great variety of U.S. youth to be educated in the coming century. Contains 4 tables of achievement, enrollment data, and 85 references. (BT)

ED 432 518 SO 030 968

Stromquist, Nelly P.
Organizational Learning in International Development Agencies:
The Case of Girls' Education.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Council
for International Exchange Scholars (Toronto, Ontario, Canada,
April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Elementary Secondary Education;
Females; Foreign Countries; *International Organizations;
*Organizational Change; *Sex Discrimination; *Womens Education
IDENTIFIERS- Gender Issues; *Organizational Learning;
Organizational Research; Women in Development

A study examined the extent and significance of organizational learning in international development agencies (IDAs) concerning gender and education; the manner in which IDAs learn; and the factors that create obstacles to learning. Research was divided into four steps: (1) tracing the relevant academic literature on organizational change; (2) contacting consultancy firms in the field and obtaining a selection of reports from organizations that have developed learning strategies; (3) analyzing agency reports and projects to trace their conceptions of development and the provision of development assistance materials; and (4) interviewing personnel in selected IDAs. A group of two bilateral and three multilateral agencies was contacted, and data were obtained by means of semi-structured interviews with persons covering a variety of roles and responsibilities. Agency visits were limited to 3-4 days. The case study on organizational learning in girls' education took researchers through an examination of policies, structures, processes, and cultural norms. Much of

Laws," discusses what states are doing regarding charter schools. Section 3, "Are Charter Schools Meeting Expectations?" focuses on student achievement, who attends charter schools, whether charters are affecting public schools, whether charter schools are innovative, and whether charter schools are more accountable. Section 4, "Emerging Concerns," discusses privatization in charter schools and teacher retention. Section 5, "Oversight," explains the need for state support to hold charter schools accountable. Section 6, "Current Legislative Actions," examines how states have amended their legislation to make it easier to start charters, allow more than one chartering authority, and increase the number of charter schools. Section 7, "In Conclusion," summarizes lessons learned from the earliest charter schools. (SM)

ED 432 537 SP 038 649

Whitworth, Jerry E.
The Effects of Professional Development Activities on the Skill Acquisition of Teachers.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Inclusive Schools; Inservice Teacher Education; Models; Regular and Special Education Relationship; *Teacher Improvement; Teachers; *Teaching Skills

This paper describes a professional development model which emerged from two projects that had professional development of teachers as an important component. The first project, Project Lighthouse, provided teachers with training to facilitate the inclusion of students with disabilities into general education classrooms. The second project was a science project designed to equip teachers with the knowledge and skills to help students succeed in the sciences as demonstrated by their academic performance both in their current grade and in subsequent grades. Teachers participated in the training and completed various forms of evaluation and feedback. Based on experiences with the two projects, researchers developed a professional development model that attempts to facilitate the growth of teachers toward sustained skill mastery using a focused, programmed approach that provides them with support at each stage. The model's six levels are as follows: basic information, observation, guided practice, skill enhancement, initial mastery, and sustained mastery. The paper describes how to accomplish each level of the model. (Contains 16 references.) (SM)

ED 432 538 SP 038 650

Rajuan, Maureen
Students' Reactions to the New Curriculum for English Instruction.
PUB DATE- 99
NOTE- 10p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Curriculum Development; Educational Change; Elementary Secondary Education; *English (Second

of a longitudinal study of members of a second cohort group of preservice elementary teachers involved in educational technology. It describes four factors, some internal or personal and others external or contextual, that influenced the dispositions of preservice teachers toward integrating technology across the curriculum: sense of self-efficacy about teaching and using computer tools; attitudes about using computer-based technologies; skill and knowledge base about computer technology; and actual usage of technology in classrooms during internships and student teaching. In addition, several illustrative cases convey the scope of technology integration by elementary student teachers during the first phase of the study. Results suggest that prospective teachers can and will apply what they have learned about computer-based technology to their teaching situations. Study participants had relatively positive efficacy for teaching, high efficacy and attitudes about using specific computer-based technology, and above average computer literacy upon graduation. (Contains 29 references.) (SM)

ED 432 557 SP 038 678

Teacher Talk 1997. Report.
PUB DATE- 97
NOTE- 57p.; "Compiled and written by Erin Hardwick and Associates."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Class Size; Classroom Techniques; Creative Teaching; Curriculum Development; Discipline; *Educational Quality; Educational Technology; Elementary Secondary Education; Faculty Development; High Risk Students; Higher Education; Instructional Leadership; Learning Activities; Parent Participation; Public Opinion; Public Schools; School Safety; Student Evaluation; *Teacher Attitudes; Teacher Certification; Teachers
IDENTIFIERS- South Carolina

This booklet shares what South Carolina teachers said during Teacher Talk, a series of regional dialogue sessions between teachers and the State Superintendent of Education in 1997. Teachers from all levels and disciplines participated in the meetings. Teachers identified learning activities that were highly effective for students, worked in small groups to develop ideas, and shared ideas with the large group. Next, they worked in small groups by grade level to discuss two predetermined issues, then provided responses to the issues. Finally, they named tools, techniques, and support needed for successful implementation of best practices. After introductory information, Section 1 of the booklet, "Teachers' Top Education Issues," discusses class size, accountability, professional development, parent involvement, teacher leadership, testing, public image, curriculum, at-risk students, school safety, discipline and management, technology, and licensure. Section 2, "Tools, Techniques, and Support," focuses on information related to local school districts, higher education, state department of education, and parents and communities. Section 3, "Learning Activity Ideas from Teacher Talk Participants," discusses activities at each grade level. Information from a Teacher Talk evaluation is included. (SM)

ED 432 558 SP 038 679

efficacy is the missing link in understanding and implementing successful linkages between schools, parents, and communities. The paper suggests that preparing teachers, counselors, and administrators for work in the nation's urban schools involves training them in the importance of designing educational goals and programs that reflect linkages between homes, schools, and communities. The paper discusses collective efficacy and specific outcomes that may be sought when students, parents, school professionals, and community advocates work together for proactive learning experiences. It concludes that fostering beliefs of collective efficacy must begin with preservice education. If preservice teachers are equipped with the knowledge, skills, and attitudes necessary to form linkages and create nurturing support systems for themselves and their students, they will know when, how, and where to begin the process. Appendix A presents a course syllabus designed for preservice teachers that reflects goals which prepare students with the knowledge, skills, and dispositions to engage in collaborative relationships with schools, parents, and community advocates. Appendix B presents a bibliography. (Contains 18 references.) (SM)

ED 432 576 SP 038 702

Heuwinkel, Mary K.
Preservice Teachers' Assessment of Student Understanding: Processes and Their Development.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; *Evaluation Methods; Higher Education; *Knowledge Level; Preservice Teacher Education; Professional Development Schools; *Student Evaluation; Student Teacher Attitudes; *Student Teachers; *Thinking Skills
IDENTIFIERS- Knowledge Acquisition; Knowledge Development

This study of eight elementary student teachers used stimulated recall interviews to investigate their knowledge and processes in reading their students, or informally assessing their students' understanding during instruction. By collecting data from four student teachers in each of two different programs at the same university, one of which was a Professional Development School, the study explored factors essential to developing these skills and knowledge and the role of the program in this development. Study results clearly described the general model of assessing student understanding, which emphasized student understanding, gathering various types of cues from three sources, and interpreting the cues in terms of student understanding. Results exposed the thoughts and knowledge necessary for assessing student understanding by defining the general categories of knowledge needed for deep interpretation of cues and describing the complex thinking employed by relative experts. The study proposes that this complex thinking is dependent upon knowledge of classroom routines so that cognitive space is available to attend to assessment issues. The study explains how the assessment processes and knowledge are learned. It also proposes that stimulating classroom experiences and coursework focused on student assessment helped student teachers learn the requisite

Years Goes Fast When You're Having Fun" (Les McLean); (33) "Soy(a) Bean Futures Near the Arctic Circle (or How Green Was Bob's Volvo?)" (David Hamilton); (34) "High Expectations at CIRCE: Bob as Mentor" (Theresa Souchet, Marya Burke, Chris Migotsky, Rita Davis, Edith Cisneros-Cohernour, and Mindy Miron Basi); and (35) "A Brazilian's Stakian Journey" (Iduina Chaves). Remarks about the career of Robert Stake from six other conference participants are included, along with a response by Robert Stake. Most papers contain references. (SLD)

ED 432 594 TM 029 971

Washington State Assessment Program, Grades 4, 8, and 11. A Five-Year Summary of Achievement Test Trends in Washington School Districts for the Years 1993-1997.
PUB DATE- 98
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Achievement Tests; Educational Trends; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; History; Language Arts; Mathematics Achievement; Reading Achievement; State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *Comprehensive Tests of Basic Skills; Curriculum Frameworks Assessment System; Science Achievement; *Washington

This report provides a summary for the years 1993 through 1997 of district and school-level results in Washington on the Comprehensive Tests of Basic Skills, fourth edition (CTBS/4) for grades 4 and 8 and the Curriculum Frameworks Assessment System (CFAS) for grade 11. For grades 4 and 8, the average national percentile scores in reading, language, mathematics, and the total battery are reported. For grade 11, the average Washington state percentile scores are reported for English/language arts, history/social science, mathematics, and science. For districts at all three grade levels, the percentage of students tested on each subtest is reported. Fewer than 85 percent of Washington's 11th graders are tested each year, although about 93 percent of fourth graders are tested. Results for district and school levels are reported in a lengthy table for each grade. (SLD)

ED 432 595 TM 029 976

Gadalla, Tahany
A Comparison of the Factor Structure of Boys' and Girls' Responses to the TIMSS Mathematics Attitude Questionnaire.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; Elementary Education; Elementary School Students; Factor Analysis; *Factor Structure; Foreign Countries; Junior High School Students; *Mathematical Aptitude; *Sex Differences; Student Attitudes
IDENTIFIERS- Ontario; *Third International Mathematics and Science Study

Carpenter, Amber
Metacognitive Instances in Middle Level Teacher Education.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Metacognition; *Middle School Teachers; *Middle Schools; *Preservice Teacher Education; *Preservice Teachers; Qualitative Research

Instances of metacognition uncovered during a qualitative research project with prospective middle school teachers during a sequence of summer courses were studied. These instances provide insights into how to include metacognitive assignments and discussions within the teacher education curricula. A review of the literature on reflection in teaching and teacher education served as a backdrop to the study. Audiotaped, semiformal interviews were conducted with six participants in the summer courses. Their experiences show that metacognition is natural for some preservice teachers, but that it can be developed further if teacher educators are willing to relinquish some level of authority in their classrooms. Metacognition, as a critical form of reflection, could prepare teachers to question the status quo in schooling and to question policies they find unjust. (Contains 13 references.) (SLD)

ED 432 617 TM 030 010

Deaudelin, Colette; Richer, Jeanne
The Use of a Learning Conversation Approach Integrating E-mail To Support the Student Learning Process at College Level.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Uses in Education; *Electronic Mail; Foreign Countries; Higher Education; *Metacognition; Student Journals; Teaching Methods
IDENTIFIERS- *Conversation; Quebec

The purpose of the present study is to describe the use of a learning conversation approach integrating E-mail and to analyze the evolution of the learning conversation among students. This pedagogical strategy was aimed at supporting college students who attended regular lectures (n=57). Results show that it is possible to incite metacognitive changes and to maintain them at least over a term. Data analysis shows that students had exchanges at the metacognitive level by means of both E-mail and journals in which messages were more oriented toward the metacognitive level. (Contains 5 figures and 12 references.) (Author/SLD)

ED 432 618 TM 030 011

PDAS...The Next Steps: A Guide for the Continuous Improvement Instructional Planning Process.

Rachel E.
Project Transition: Testing an Intervention To Help High School Freshmen Succeed.
SPONS. AGENCY- Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; State Univ. of New York, Albany. Dept. of Communication.; Office of Educational Research and Improvement (ED), Washington, DC.; Joyce Foundation, Chicago, IL.; Center for Research on the Education of Students Placed At Risk, Baltimore, MD.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Change; *High School Freshmen; High Schools; Intervention; Program Evaluation; Program Implementation; *Team Teaching; *Transitional Programs
IDENTIFIERS- *Reform Efforts

This report presents findings on the implementation and impacts of Project Transition, a research and demonstration program implemented at Pulaski High School in Milwaukee (Wisconsin) during the 1995-96 and 1996-97 school years, and in Schlagle High School in Kansas City (Kansas) during the 1996-97 school year. The program was deigned to test the effectiveness of a set of reforms intended to improve students' attendance and performance in the first year of high school. Project Transition implemented three primary strategies: (1) student-teacher teams of 4 teachers and approximately 120 students who share many core classes; (2) daily teacher team meetings; and (3) a coach position and other supports for teachers. The program created a more supportive environment at both schools, but it achieved positive effects on student academic achievement only at Schlagle, where it was more fully implemented. This study provides evidence of what such a program can achieve in a short period of time, and it also shows the limits of the strategy. The study shows that although a rather inexpensive but well-run intervention can improve important aspects of school performance, the effects are not dramatic. Well-implemented transition programs are just one element of a broader K-12 strategy. Four appendixes present a survey analysis, the response analysis for the student survey, a discussion of unadjusted impacts, and the regression-adjustment model. (Contains 28 tables, 8 figures, and 53 references.) (SLD)

ED 432 638 UD 033 055

Sandmann, Warren
Almost Over: "Separate but Equal" Flunks Out of Graduate School.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Court Litigation; Elementary Secondary Education; Higher Education; *Public Schools; *Racial Segregation; *School Desegregation; Student Rights
IDENTIFIERS- *Brown v Board of Education; Legal History; *Supreme Court

The 1954 Supreme Court decision in "Brown v. Board of Education"

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Corporate Support; *Donors; *Educational Finance; *Financial Support; *Fund Raising; Long Range Planning; Public Support; *School Funds; Trusts (Financial); Two Year Colleges

This document provides an explanation of various ways individuals, groups, and corporations can financially support Rockingham Community College through planned giving, previously known as "deferred giving." Planned giving, which is defined as a deliberate, well-thought-out act of contributing an asset or assets to a charitable organization, has been an untapped resource for community colleges. Four basic categories of planned gifts are mentioned: outright gifts of appreciated assets which result in tax consequences in their giving (stocks, real estate); gifts which retain an income or benefit for the donor (trusts); gifts which pass assets to heirs (trusts); and gifts left to the college through a will or bequest. Bequests are discussed, including their various forms: specific bequests, residuary bequests, and contingent bequests. Life income plans are also detailed, followed by possible gains in income tax deductions. Other types of donations that are explained are charitable gift annuities, charitable remainder trusts, charitable lead trusts, life insurance, pooled life income funds, and retained real estate. Each section describes the process for setting up the planned gift, and provides profiles of potential donors who would most likely contribute and benefit from these forms of giving. (JJL)

ED 432 352 JC 990 510

Higher Education in Tennessee: An Economic Analysis from a Student, Society, and State Perspective.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Cost Effectiveness; Economic Impact; Economic Opportunities; *Economic Research; *Expenditures; Higher Education; Investment; *Outcomes of Education; *Student Costs
IDENTIFIERS- *Return on Investment; *Tennessee

This document presents an economic analysis of higher education in Tennessee from a student, societal, and state perspective. The cost-benefit ratios speak favorably for the economic value of higher education in Tennessee from the student's perspective. On average, a student may expect a return of $5.44 for each dollar invested; the return for an associate degree is $5.84. The cost-benefit ratios demonstrate the excellent value of higher education in Tennessee. On average, society may expect a return of $9.30 for each dollar invested, based on a Department of Commerce multiplier estimating the impact of income on the economy. A table shows the income that the state may expect (in sales tax revenue alone) over and above what a high school graduate would be expected to contribute. For example, state tax revenues (increase) for a two year associate degree, $8,444; for a Bachelor's degree, $18,096; and for an advanced degree, $31,054. It is clear from this information that the state achieves a significant return on its investment in higher education. The document concludes that an investment

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Comparative Analysis; *Competence; Elementary Education; *Elementary School Students; Foreign Countries; *Rural Urban Differences; School Attitudes; *Self Esteem; Sex Differences; *Student Adjustment; Student Attitudes; *Student Motivation
IDENTIFIERS- Belgium

Part of a large-scale investigation into the nature and quality of living conditions and competence of 6- to 12-year-olds in the Flemish community and Brussels-Capital region of Belgium, this study compared the experiences of children attending school in a village with those of children attending school in a city. Participating were 1,798 children from 68 primary schools. Over 96 percent of the students were from 2-parent families. In 67 percent of families both parents were gainfully employed. Data were obtained from questionnaires completed by all students and by 69 percent of the parents and 90 percent of the teachers. The findings indicated that in city schools the teacher was stricter than in village schools. Compared to children in the village schools, children in city schools had to do more work, but had more time to play; they were also teased more, felt more comfortable with their parents and were less angry with their fathers; felt more competent with regard to social competence, athletic competence, physical experience, behavioral conduct, and global self-worth. Children in villages more often played outside and visited friends' homes to play than city children. One-third of children felt that their parents do not have sufficient time for them and one-half of the parents agreed. (The children's questionnaire and nine data tables are appended. Contains 22 references.) (KB)

ED 432 371 PS 027 705

Friedman, Mark
A Guide to Developing and Using Performance Measures in Results-Based Budgeting.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Budgeting; Educational Finance; *Evaluation Criteria; *Financial Support; Performance Factors; Planning; Public Agencies; *Public Education; Strategic Planning
IDENTIFIERS- *Fiscal Accountability; *Indicators

Intended as a guide for taking steps to hold children's project initiatives accountable for their performance by meeting reasonable targets while maintaining a focus on overall desired results, this report was developed to create performance accountability within a results framework. Characteristics of an effective performance measurement system are presented, along with examples of state and local performance measurement systems. Also discussed is a four-quadrant approach for developing performance measures that are useful, quantifiable, and that fit into a more broad performance measurement framework. The report stresses the crucial distinction between two types of accountability, accountability for results and that for performance: results accountability concerns conditions of well-being for children, families, and

Diamond, Linda T., Ed.; Jarrett, Marion H., Ed.
Pride in Parenting: Training Curriculum for Lay Home Visitors. NIH-DC Initiative To Reduce Infant Mortality in Minority Populations.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 98
NOTE- 594p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Child Health; Child Rearing; Community Programs; Home Visits; Infant Care; Instructional Materials; *Job Training; Mothers; *Parent Education
IDENTIFIERS- Family Support; Parent Needs; Training Materials

The Pride in Parenting (PIP) program was developed for mothers 18 years of age or older who had little or no prenatal care and their infants from birth to one year. The major goals of the program were to promote effective use of health services by mothers and their infants and to enhance infant development. The intervention program consisted of home visiting, a parent-infant developmental playgroup, and a parent support group designed to improve parenting skills and maternal social competence. This training model and curriculum from the program create a comprehensive instruction course to prepare lay home visitors for facilitating healthy changes in behaviors of high risk mothers. The training curriculum is designed for a 45-day intensive training program over a 9-week period. Following an introduction to the training, the curriculum units for home visitors (parent support specialists) cover: (1) communication and relationship-building skills; (2) coping with stress and problem solving and decision making; (3) helping clients build self-esteem and deal with feelings; (4) using curriculum support materials; (5) working with families; (6) cultural diversity/ethnicity among families; (7) postpartum care and planning; (8) family planning options; (9) infant feeding and nutrition; (10) health care in the first year; (11) child growth and development; (12) identifying family needs and accessing community resources; (13) managing home visits; (14) child growth and development--birth to 1 month; (15) 1 to 4 months; (16) 4 to 8 months; (17) 8 to 12 months; (18) 1 to 2 years; (19) children in violent circumstances; (20) behavior and discipline; (21) health promotion for families; (22) maintaining personal safety; (23) substance abuse; and (24) evaluation and closing ceremony. A questionnaire to ascertain trainees' knowledge of important training concepts is included in the first unit. (HTH)

ED 432 392 PS 027 782

Wolf, Kathy Goetz, Ed.; Lalley, Jacqueline, Ed.
Parent Leadership and Family Involvement (Special Focus).
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Family Programs; Leadership Training; Parent Education; *Parent Participation; *Parent Role; *Parents; Periodicals

many children as they move from elementary school into middle school; however, research has also shown that the nature of motivational change on entry to middle school depends on characteristics of the learning environment in which students find themselves. This Digest outlines some suggestions for middle school teachers and administrators for enhancing student motivation and discusses three theories that are currently prominent and that have particular relevance for young adolescent students and their teachers. Attribution theory emphasizes that students' perceptions of their educational experiences generally influence their motivation more than the objective reality of those experiences. Through instructional practices, teachers can unknowingly communicate a range of attitudes about whether ability is fixed or modifiable and convey their expectations for individual students. Goal theory focuses on the reasons students perceive for achieving: a task goal orientation represents the belief that the purpose of achieving is personal improvement and understanding; an ability goal orientation represents the belief that the purpose of achieving is the demonstration of ability. Studies find that the adoption of task goals is associated with more adaptive patterns of learning than is the adoption of ability goals. A third motivational theory of importance for middle school educators is self- determination theory. This theory describes students as having three categories of needs: needing a sense of competence, of relatedness to others, and of autonomy. Most of the research focuses on the last of these three needs. Within the classroom, autonomy needs could be addressed through allowing student choice and input on classroom decision making. It is important to recognize that supporting student autonomy does not require major upheaval in the classroom or that teachers relinquish the management of students' behavior. Even small opportunities for choice can increase students' sense of self-determination. (LPP)

ED 432 411   PS 027 831

Mizelle, Nancy B.
Helping Middle School Students Make the Transition into High School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- High Schools; *Middle School Students; *Middle Schools; *Parent Participation; *Student Adjustment; Student Attitudes; *Transitional Programs
IDENTIFIERS- ERIC Digests; Transitional Activities

Young adolescents entering high school look forward to having more choices and making new and more friends; however, they also are concerned about being picked on and teased by older students, having harder work, making lower grades, and getting lost in a larger, unfamiliar school. For middle school students, including those who have been labeled "gifted" or "high-achieving," the transition into high school can be an unpleasant experience. This Digest discusses how educators can ease students' transition into high school by providing challenging and supportive middle school environments and by providing well-designed transition programs. These programs

ED 432 428 RC 022 038

Thomason, Timothy C.
Psychological and Vocational Assessment of Native Americans.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 50p.; Project number D-11.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Alaska Natives; *American Indians; Cultural Awareness; *Cultural Differences; Culture Fair Tests; Data Collection; Intercultural Communication; *Psychological Evaluation; *Psychological Testing; *Test Bias; Vocational Evaluation
IDENTIFIERS- *Native Americans

This paper introduces important issues in the psychological and vocational assessment of Native Americans in schools, mental health clinics, counseling centers, and rehabilitation programs. A primary concern is to conduct such assessment in a fair and unbiased manner. Various methods are used to gather information: interviewing the client, family members, and acquaintances; reviewing client records; observing the client in real-life situations; and using norm-referenced or criterion-referenced tests. Specialist evaluations include medical, psychological, social, educational, and vocational assessment. Aspects of vocational assessment are work evaluation, work adjustment strategies, and job tryouts. Psychological assessment may be based on an etic perspective, which emphasizes universals among human beings, or an emic (culture-specific) perspective. Strategies and difficulties in using these perspectives with Native Americans are discussed. The assessment of acculturation to the general U.S. society is an important first step before using standardized tests or procedures. General issues in assessment of Native Americans include language differences and reading level, nonverbal communication, client beliefs and mistrust, evaluator-client similarity, client acculturation, translation of tests, and potential bias in standardized tests. Cultural issues in clinical diagnosis and personality assessment are discussed, and various instruments are described: projective instruments, inkblot and figure drawing techniques, and standard personality inventories. Also discussed are assessments of alcohol usage; intelligence and cognitive functioning; and interests, abilities, and aptitudes. Contains 58 references. (SV)

ED 432 429 RC 022 039

Sanderson, Priscilla Lansing, Ed.; Gahungu, Athanase, Ed.
Vocational Rehabilitation of American Indians with Alcohol Disorders. Research Dissemination Workshop Proceedings (Phoenix, Arizona, November 19, 1997).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-

institutions, not a single minority engineer graduated in 1996-97. (CCM)

ED 432 449 SE 062 361

Jerome, Brian; Fuqua, Paul
Animals without Backbones: The Invertebrate Story. Grade Level 5-9.
PUB DATE- 96
NOTE- 106p.; Illustrated by Peggy Zak Salvador. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Discovery Learning; Elementary Secondary Education; Hands on Science; Oceanography; *Science Education; *Zoology
IDENTIFIERS- *Invertebrates

This guide, when used in tandem with the videotape "Animals Without Backbones," helps students learn about invertebrates. These materials promote hands-on discovery and learning. The guide is composed of six curriculum-based teaching units: (1) "Getting Started"; (2) "Porifera"; (3) "Cnidarians"; (4) "Worms"; (5) "Mollusks"; (6) "Arthropods"; and (7) "Echinoderms." Each unit includes a list of printed resources and internet addresses to help students search for more information about invertebrates. There are four main features in this guide: teacher information, teacher-directed activities, student information, and student activities. Appendices include a list of science equipment suppliers, the videotape script, answers to student activities, and two videotape quizzes. (CCM)

ED 432 450 SE 062 369

Hammrich, Penny L.
World View: Defining the Cultural Context of the Teacher.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; *Cultural Influences; *Ethnography; Higher Education; Literacy; Preservice Teacher Education; *Science Instruction; *Scientific Concepts; *Self Concept Measures; *World Views

There has been sufficient research in the area of conceptual change that indicates that students' conceptions or alternative theories are much more resistant to change than was previously thought. The work of cultural anthropologists, and more recently science educators, points to the role of individual world views in the learning of science concepts. A world view is one's fundamental assumptions and presuppositions concerning perceptions of reality. The purpose of this ethnographic investigation was to shed light on the dynamic interaction of individual world views within an elementary science methods course in relation to understanding science and nature and how these presuppositions influence individuals' view of science teaching. The subjects for this study were 30 students enrolled in a science methods course at Temple University. Ten of these

Science Education; Student Attitudes; Teaching Methods; Urban Education
IDENTIFIERS- *African Americans; *Harvard Project Zero

What happens in a classroom that fosters the Harvard Project Zero teaching for understanding framework? That is the initial inquiry for this pilot ethnographic study of African American fifth graders in an urban public school. The study sets out to show how children are engaged in a class set up to understand science and mathematics. Themes emerging from fieldnotes suggest that children are more engaged when they are the presenter, when they work in cooperative groups, when they are solving open-ended problems, and when they play critical thinking games such as Project Zero's Starting Block. As the study unfolds, the theme of self-selected, science presentations stands out. When examined more closely, the self-selected presentations reveal four ways in which 5th grade presenters involve other children in their presentations. Thus, the study explores methods children use to involve their audiences. One implication of the findings is that kids teaching kids gives them another way of showing what they know and building new understanding. (Author/CCM)

ED 432 476 SE 062 740

Fitzpatrick, Martin; Bonnefoy, Xavier
Environmental Health Services in Europe 4: Guidance on the Development of Educational and Training Curricula. WHO Regional Publications, European Series, No. 84.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Environmental Education; Foreign Countries; *Health Programs; Health Promotion; higher Education; Professional Personnel; *Professional Training; Program Administration; Program Development; Program Evaluation
IDENTIFIERS- Europe; World Health Organization

This publication is intended to serve as a practical guide to the development of relevant curricula for the education and training of environmental health professionals. This book aims to: (1) set out principles for developing policies on education and training for environmental health professionals at national and subnational levels; (2) formulate proposals for curricula that aid in conferring the necessary competencies to environmental health professionals; (3) support the upgrading of national capacities for education and training to facilitate national self-reliance in the prevention and control of environmental hazards; and (4) promote the harmonization of international efforts to upgrade the environmental health workforce in Europe. (WRM)

ED 432 477 SE 062 748

Rapoport, Alan I.
Does the Educational Debt Burden of Science and Engineering Doctorates Differ by Race/Ethnicity and Sex? SRS Issue Brief.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

elementary grades: 3-4; (3) middle grades: 5-8; and (4) secondary grades: 9-12. (MM)

ED 432 499 SO 030 728

Scope and Sequence: A Guide for Learning and Teaching in Art.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Aesthetic Education; *Art Activities; Art Criticism; *Art Education; *Discipline Based Art Education; Elementary Secondary Education; Learning Activities; *National Standards; Visual Arts
IDENTIFIERS- *National Arts Education Standards; Scope and Sequence

This guide is intended to be a tool to help educators and curriculum developers create curricula that reflect a comprehensive approach to learning and teaching in and through art. The guide is linked directly to the National Standards for Arts Education. The guide has several components, including: (1) 18 ability areas in art based on the four art disciplines art making, art criticism, art history, and aesthetics; (2) developmental levels of student learning lower elementary or level 1, upper elementary or level 2, middle school or level 3, high school or level 4; (3) examples of student work assignments and assessment tied to the scope and sequence; and (4) connections to the National Standards for Visual Arts Education. The guide can be used to create or adapt sequential units of study, create or adapt course offerings, create and evaluate student work assignments, track student progress along a development continuum, create or adapt professional development opportunities, and inform colleagues, parents, administrators, and others of learning possibilities in art education. (BT)

ED 432 500 SO 030 733

de Ravignan, Antoine
Working and Inventing on the Streets of Africa. Innovations for Youth No. 1.
PUB DATE- 98
NOTE- 65p.; "Education to Fight Exclusion" Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Developing Nations; Foreign Countries; *Global Approach; *Nongovernmental Organizations; Nonschool Educational Programs; Popular Education; *Social Services; *Youth Programs
IDENTIFIERS- *Africa; Asia; *Enda Tiers Monde; Latin America; Marginality; Senegal (Dakar)

This monograph considers the work of Enda-Tiers Monde, an international nongovernmental organization (NGO) based in Dakar, Senegal, which has many facets: street schools for working children, art and music shows for marginalized youth, town planning programs, income generation activities for prisoners, and drugs and AIDS prevention campaigns. The monograph describes and presents facts about some of Enda-Tiers the transformation in IDAs to address girls' education, and gender in general, has come from outside sources and outside pressure rather than through the internal realization that some elements in development assistance were missing. Training has been provided on gender, but it has been short and voluntary. So far, the kind of learning that goes on in IDAs emphasizes improving practices and refining rules and procedures rather than questioning the principles in use. Contains 5 notes and 18 references. (BT)

ED 432 519   SO 030 983

Andre, Yves, Ed.; Mouzoune, Abdelkrim, Ed.
Apprendre a vivre ensemble grace a l'enseignement de l'histoire et de la geographie. Rapport final du colloque sur le theme. (Learning To Live Together Thanks to the Teaching of History and Geography. Final Report on a Colloquium on That Theme.) Proceedings of a Colloquium Organized Jointly by the International Bureau of Education (UNESCO) and the University of Geneva (Geneva, Switzerland, June 12, 1998).
PUB DATE- 98
NOTE- 60p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; Elementary Education; *Geography Instruction; *Global Approach; *History Instruction; *International Cooperation; National Curriculum; *Peace; *Textbook Content
IDENTIFIERS- *Conflict Management; Peace Education; World Citizenship

These Proceedings contain 14 chapters (or papers) from a colloquium on learning to live together in peaceful co-existence thanks to the teaching of history and geography. All the papers in the Proceedings are in French, but each paper has both an English summary and a Spanish summary. The 14 papers are, as follows: (1) "Introduction" (Yves Andre; Antoine Bailly; Bernard Ducret; Bernard Huber; Abdelkrim Mouzoune); (2) "Donner un sens nouveau a l'enseignement de l'histoire et de la geographie" (Antoine Bailly); (3) "La maniere d'enseigner le vivre ensemble au Liban, au Salvador et en Republique tcheque: analyse a travers les connaissances explicites et implicites" (Abdelkrim Mouzoune); (4) "Geographie et formation au vivre ensemble a Geneve" (Bernard Huber); (5) "Enseignement de la geographie et ideologie en Angleterre et au Pays de Galles" (Norman Graves); (6) "Les orientations de l'enseignement de la geographie au Portugal" (Sergio Claudino); (7) "L'education aux nouvelles citoyennetes en geographie: le cas de la France" (Robert Ferras); (8) "De Costa Rica: El libro de geografia de Costa Rica para ninos de 4 grado de escuela" (Guillermo Carvajal); (9) "Vivre ensemble grace a l'enseignement de l'histoire et de la geographie au Maroc" (El Hassane Boubekraoui; Abdelkrim Mouzoune); (10) "Devoir et vouloir vivre ensemble: enjeux de la citoyennete chez les jeunes au Senegal" (Cisse Kane); (11) "Apprendre a vivre ensemble grace a l'enseignement de l'histoire et de la geographie au Burundi: ideal et limites" (Angelo Barampama); (12) "Les modeles d'enseignement de l'histoire et de la geographie" (Bernard Ducret); (13) "Nouvelles directions pour l'enseignement de l'histoire et de la geographie" (Antoine Bailly); and (14) "Conclusions: le dessous des cartes. Propositions pour l'enseignement de l'histoire de la geographie" (Yves Andre). (BT)

Language); Foreign Countries; Higher Education; *National Curriculum; Preservice Teacher Education; Second Language Instruction; *Student Attitudes; *Student Teachers; Teaching Methods
IDENTIFIERS- Israel

This paper examines the reactions of student teachers to Israel's New Curriculum in English as proposed by the Ministry of Education. The New Curriculum is based on a change in basic assumptions about the nature of foreign language teaching and English instruction in Israeli schools. Students were asked to write their initial reactions and their present reactions after dealing with the New Curriculum in pedagogy class for a semester. Many students initially reacted with shock and anxiety, considering it very different from how they were taught. They saw the organization of the curriculum into new domains as theoretical and not relevant to the classroom. They felt this new way of viewing English would be hard to adjust to. A few saw the New Curriculum as progressive. Activities designed to teach the New Curriculum were based on domains suggested by the Ministry of Education, including access to information, social interaction, presentation of group activities, and appreciation of literature. Most students' feelings about the New Curriculum changed after participating in the class. They felt it opened their minds to new ideas and opinions and was a change for the better. They could now see the associations, connections, and bridges between different domains. They saw application of the New Curriculum as having advantages for teachers and students. A few still viewed the change as difficult, problematic, and unclear. (SM)

ED 432 539 SP 038 651

Thompson, Marceline
The Relationship of Students' Affinity for Teacher to Students' Perceptions of Teacher's Power: A Report on the Preliminary Developments of Two New Instruments.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Evaluation Methods; Higher Education; *Power Structure; *Student Attitudes; *Teacher Student Relationship; Test Construction; Test Reliability; *Test Validity

This study tested the validity and reliability of a survey instrument designed to measure students' perceptions of teacher's power and students' affinity for a teacher. Respondents were 30 students enrolled in two basic communication courses at a midsize public university. The researcher distributed a survey that contained measures of affinity and power. Respondents took the survey home and returned it the following class period. The survey included three sections that examined students' perception of teacher power, students' affinity for the teacher, and demographics. Data analysis indicated that students' affinity for the teacher related to their perception of the teacher's power. Based on the statistics, the study indicated that the survey instrument was readable and useful. Because the pilot study found the survey usable, a sample size was calculated for use in a formal study to gather norming data for the instrument. In an effort to obtain norming data for the instrument, the survey would be administered to students taking a core course at several

Rice, Don; Zigmond, Naomi
Co-Teaching in Secondary Schools: Teacher Reports of Developments in Australian and American Classrooms.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Disabilities; Educational Cooperation; Foreign Countries; *Inclusive Schools; Public Schools; *Regular and Special Education Relationship; Secondary Education; Secondary School Teachers; Special Education Teachers; *Teacher Collaboration; *Teacher Role; Teaching Methods; *Team Teaching; *Teamwork
IDENTIFIERS- Australia; Pennsylvania

Co-teaching approaches to support students with disabilities in inclusive secondary classrooms were investigated through interviews with and classroom observations of 17 teachers. Data collected in Queensland (Australia) and Pennsylvania (USA) public schools allowed comparisons of teacher roles and responsibilities under two education systems. The co-teaching partnerships in both countries were dominated by subject teachers, with special educators being assigned monitoring or helping duties within the class. Teachers stressed the importance of school-wide commitment to inclusive principles for co-teaching to succeed. Professional and personal compatibility between co-teaching partners were seen as critical for success by most respondents. Barriers to the introduction of co-teaching in secondary schools were reported to be entrenched attitudes rejecting inclusion and administrators' unwillingness to commit the required time and resources. Teachers believed that well implemented co-teaching results in academic and social gains for all students and should be regarded as an effective support option for inclusive secondary classrooms. (Author/SM)

ED 432 559 SP 038 680

Young, Allison J.; Middleton, Michael J.
"It Never Occurred to Me That I Might Have a Gay Student in My K-12 Classroom": An Investigation of the Treatment of Sexual Orientation Issues in Teacher Education Programming.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Adolescent Development; Adolescents; College Faculty; Elementary School Teachers; Elementary Secondary Education; Higher Education; Homophobia; *Homosexuality; Preservice Teacher Education; Secondary School Students; *Student Teacher Attitudes; Student Teachers; Textbook Content
IDENTIFIERS- *Life Span Development; Sexual Orientation

This descriptive study examined two aspects of teacher education (text materials and curricular methods) with respect to the question of how gay, lesbian, bisexual, and transsexual (GLBT) issues are presented and discussed. The first study focused on a content analysis of a variety of textbooks (lifespan development, adolescent development, and multicultural/social foundations) that are available for use in teacher education programs. Findings here indicated a general inclusion of GLBT knowledge, develop a template that facilitated gathering and interpreting cues, and develop routines that allowed cognitive space to focus on cues and integrate forms of knowledge. (Contains 17 references.) (SM)

ED 432 577 SP 038 703

Kapp, Chris
Leadership Development for Educational Leaders. From Needs Assessment to Impact Evaluation: A Case Study.
PUB DATE- 99
NOTE- 25p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apartheid; Educational Change; Educational Improvement; Educational Legislation; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Leadership Training; Needs Assessment; Politics of Education; Program Development; Program Evaluation; *School Effectiveness
IDENTIFIERS- South Africa

The South African educational system has experienced many significant changes in the past 5 years which are intended to facilitate paradigm shifts in terms of ownership of schools, equity, wider access, more mobility, and modernization. New legislation and policy frameworks propose numerous strategic recommendations. It was against this backdrop of new legislation and policy formation, the concept of effective schools, and the need for capacity building of institutions and individuals, that the Delta Foundation's Centres of Learning Project was born. The Project was designed to develop a replicable framework for the development of centers of learning through building governance, management, and administration capacity of leadership of school communities. After discussing the concept of effective schools, this paper describes the vision, mission, and objectives of the Centres of Learning Project, discusses project sponsors and project management, and explains the research and development process used in the project. It then describes the leadership training program and discusses the consolidation and practical implementation of the leadership training. Finally, the paper describes program evaluation and lessons learned. The proposed model for the development of centers of learning includes: scientific needs assessment; a training program on personal effectiveness and leadership skills; a followup workshop; a regular feedback session; a continuous monitoring of progress; and a replication of the process to other schools. (SM)

ED 432 578 SP 038 704

Monk, Martin
In Service for Teacher Development in Sub-Saharan Africa. A Review of Literature Published between 1983-1997. Serial No. 30.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Distance Education; Educational Change; Educational Policy; Elementary Secondary Education; *Faculty Development;

The factor structure of the responses of girls and boys to the mathematics items on the background questionnaire of the Third International Mathematics and Science Study (TIMSS) was examined in an effort to identify the constructs that underlie the students' attitudes toward the study of mathematics. In addition, the hypothesis of equality of factor structures for boys and girls was tested. The analyses were carried out on data from 3,073 students in grades 3 and 4 and repeated on data from 4,057 students from grades 7 and 8. Results from the study for grades 3 and 4 show that factor structures of girls' and boys' attitudes toward mathematics are quite similar at age 9, and the relationships between these factors and mathematics achievement are similar for the most part. Attitude factors explain only a very small percentage of the observed variation in boys' and girls' mathematics achievement. At age 13, some gender differences in attitudes toward mathematics are apparent, and some gender differences are seen in the percent of variance in responses accounted for by each factor. Attitude explained more of the variation in achievement for the older group. (Contains four tables.) (SLD)

ED 432 596 TM 029 978

Tucker, Tamelyn; Manise, Jennifer
State Education Accountability Reports and Indicator Reports: Status of Reports across the States, 1998. Results of a 50-State Survey.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Research; Elementary Secondary Education; *Reports; *State Programs; Tables (Data); Testing Programs
IDENTIFIERS- *Educational Indicators

The first complete survey of all state education reports was conducted in 1994. For the 1998 edition, state education staff were asked to identify and update all current state reports that provide accountability for K-12 education or that report on a set of education indicators. As of August, 1998, all states have at least 1 annual accountability or indicator report, and 40 states produce 2 or more reports. Forty-seven states published at least 1 report providing statistics at the district level, and 39 published statistics at the school level. A long table presents the listing of state reports with the year of data and contact information specified. (SLD)

ED 432 597 TM 029 979

Barab, Sasha A,; Hay, Kenneth E.; Yamagata-Lynch, Lisa C.
Constructing Networks of Activity: An In-Situ Research Methodology.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Research;

PUB DATE- 98
NOTE- 33p.; Some figures contain small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Improvement; *Educational Planning; *Faculty Development; Formative Evaluation; *Instruction; State Standards; Summative Evaluation; *Teacher Evaluation
IDENTIFIERS- *Professional Development and Appraisal System TX; Texas

The Professional Development and Appraisal System (PDAS) is an appraisal system for Texas teachers that was implemented in 1995. The Continuous Improvement Instructional Planning Process is a systematic approach that teachers and administrators may use to align student performance with objectives related to the Texas Assessment of Academic Skills, recommended curriculum and instruction, and the PDAS. This planning process is a guide to stimulate teachers and administrators to think more specifically about what students learn and how they learn it. Steps in the Continuous Improvement Instructional Planning Process are: (1) defining goals and standards; (2) identifying students' learning needs; (3) developing performance objectives; (4) choosing teaching strategies; (5) formative assessment of student progress; (5) determining needed resources; (6) professional development; (7) linking all components of planning to the teacher's appraisal; and (8) summative assessment of student performance. An appendix contains various documents to help campus administrators and teachers use the process in their planning sessions. (SLD)

ED 432 619 TM 030 012

Sunderman, Gail L.; Nardini, Gloria
Institutional Constraints on Implementing School Reform: Lessons from Chicago.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Institutional Characteristics; *Partnerships in Education; *Professional Development; Program Implementation; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Constraints; Reform Efforts

The role of external partners in school reform in Chicago (Illinois) was studied. The first section of this paper outlines the analytical perspective that guides the study, expressing the view that unless the institutional structure of the system as a whole and teacher autonomy are figured into the design of the program, institutionalizing long-term change is unlikely. The second section presents a brief summary of school reform in Chicago under the 1995 Chicago School Reform brought a legal (though hardly political or social) end to the practice of segregated education in the United States, and has accurately been described as both a major legal victory for the civil rights movement and as a precursor to other battles that were still to be fought in the 1950s and 1960s. This paper looks at the legal history that led to this decision, emphasizing graduate and professional education. The focus of the essay is three-fold: (1) a brief look at the development of the legal doctrine known as "separate but equal" and the adjoining history of segregation in education; (2) a description of the Supreme Court at the time immediately preceding the "Brown" decision; and (3) an analysis of two key pre-"Brown" decisions--"McLaurin v. Oklahoma State Regents" and "Sweat v. Painter." (Contains 40 endnotes.) (SLD)

ED 432 639   UD 033 056

Partnerships in the Great City Schools: Improving Education and Services for Children and Families in Urban America.
SPONS. AGENCY- Council of the Great City Schools, Washington, DC.; A&E Network, New York, NY.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Community Involvement; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Government Role; *Partnerships in Education; Program Descriptions; Public Schools; School Business Relationship; *Urban Schools; Urban Youth

Throughout the United States, public school systems have joined with local governments, agencies, institutions, and businesses to improve education and services to children and their families. This publication describes 34 examples of linkages that urban school systems have formed to help their students in the classroom, the home, and the community. The superintendents who described these programs believe that they are models of effectiveness that could be replicated in other cities, or that could stimulate thinking about new approaches to community and school problems. Each program description contains information about program operations and contact information. Leaders interested in system-wide reform or overall coordination of services will find models in this collection, as will those concerned with improved academic performance, career preparation, dropout prevention, student safety and health, after-school programs, summer programs, neighborhood services, and teacher training and support. (SLD)

ED 432 640   UD 033 057

Zimring, Franklin E.
American Youth Violence. A MacArthur Juvenile Justice Network Study.
PUB DATE- 98
NOTE- 209p.; A MacArthur Juvenile Justice Network Study.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Guns; *Juvenile Justice; *Prevention; *Public Policy; Trend Analysis; Urban Youth; *Violence

This examination of youth violence in the United States begins with an empirical examination of youth violence in the 1990s, by the state in higher education institutions of the Tennessee Board of Regents system yields significant returns to the student, to the state, and to society as a whole. (JJL)

ED 432 353 JC 990 512

Krotseng, Marsha V.; Glenn, Darrell E.
Employment and Earnings Outcomes for Recent Graduates of Public Higher Education Institutions in West Virginia, 1995. Research Report 1997-2.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Compensation (Remuneration); Education Work Relationship; *Employment; Higher Education; *Outcomes of Education; *Public Education; Relevance (Education); *Salaries; Salary Wage Differentials; State Colleges; State Universities; Student Educational Objectives; *Wages
IDENTIFIERS- *West Virginia

This report presents information on employment and earnings outcomes for recent graduates of West Virginia public higher education institutions. Data from the Central Office Student and Graduation files and the West Virginia Bureau of Employment Programs (WVBEP) wage and employment files were merged, creating a database that makes possible the determination of within-state employment outcomes for graduates. Degree recipients from the 1991-1992, 1992-1993, and 1993-1994 academic years are included, along with their West Virginia employment outcomes for all four quarters of 1995 and public higher education attendance data for calendar year 1995. Findings in the areas of employment, further education, earnings, and earnings growth include: (1) 75.8% of 1993-94 degree recipients who were residents at graduation remained in West Virginia to work or pursue further education, compared to 73% in 1992-93, and 67.5% in 1991-92; (2) three years after graduation, master's and first professional degree recipients earn over $10,000 more than associate and bachelor's degree recipients; (3) when education and health majors are taken out of the analysis for 1992-93 graduates, the average earnings for bachelor's degree recipients exceed earnings for associate degree holders by 13.9%; and (4) while earnings growth is impressive for all degree recipients, it is largest for those who were 23 or younger at the time of graduation. (TGO)

ED 432 354 JC 990 521

St. Petersburg Junior College Factbook, 1997-98.
PUB DATE- 98
NOTE- 114p.; For the 1996-97 Fact Book, see ED 405 055.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Blacks; Community Colleges; *Educational Finance; Enrollment; Hispanic Americans; Institutional Characteristics; *Institutional Evaluation; *Institutional Mission; *Institutional Research; Minority Groups; Personnel; *Student Characteristics; Tables (Data); Two Year Colleges; Whites
IDENTIFIERS- *Saint Petersburg Junior College FL

This 1997-98 factbook is intended to provide statistical communities that cut across agencies and programs, whereas performance accountability is that part of results accountability concerned with how well agencies and programs perform. Taken together, these two levels of accountability cover the whole range of questions, from the broadest level view of community accountability for child and family well-being to the smallest increment of performance by a particular program. Along with an introduction and conclusion, the report has six sections: (1) starting points; (2) an approach to performance measurement; (3) characteristics of an effective performance measurement system; (4) using performance measures to improve performance; (5) examples of state and local performance measurement systems; and (6) lessons and issues. Contains 42 references. (LBT)

ED 432 372 PS 027 706

Melaville, Atelia I.
A Guide to Selecting Results and Indicators: Implementing Results-Based Budgeting.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Budgeting; Data Interpretation; Educational Finance; Evaluation Criteria; *Financial Support; Planning; *Public Education; Strategic Planning
IDENTIFIERS- *Fiscal Accountability; *Indicators

Many efforts to implement a results-based framework for public programs have been marred by confusion about terms and basic definitions, and difficulty in identifying appropriate results and performance measures. This guide is intended to help planners identifying program results and indicators and tie them to an established planning, budgeting, and management system in funding for public education and other children's projects. The guide presents key characteristics of an effective results and indicators list, important steps in developing this list, and potential problems that a jurisdiction may face in establishing results and indicators and collecting data to measure them. Part One of the guide discusses the movement toward results-based accountability and presents the rationale for connecting results to budgets. Major shortcomings of current budget systems are outlined as well as the task of selecting results and indicators in the context of an overall strategic shift to a results-based system. Part Two defines basic terms and creates a common vocabulary. This part describes a results and indicators list not only as a product, but as a process that creates a framework for fundamental change in the way that jurisdictions allocate resources. This section concludes with key characteristics of an effective results and indicators list that are used to inform discussion in the rest of the guide. Part Three raises nine key implementation questions that jurisdictions need to ask in order to build a politically credible, sustainable, and dynamic process. The section draws on the experiences of several states, counties, and cities to illustrate problems, choices, and solutions. The guide's brief concluding section offers a summary of main points. Contains 19 references. (LBT)

ED 432 373 PS 027 736

IDENTIFIERS- Family Resource and Support Programs; *Family Support

This "Special Focus" issue of "America's Family Support Magazine," focuses on parent leadership and family involvement. Articles pertaining to this focus include: (1) "Forging Equal Partnerships" (Ahsan); (2) "Who Best Represents the Voice of Parents?" (Foster); (3) "Parent Leadership Training Programs" (Baum); (4) "Parents as Family Support Staff" (Williams); (5) "How To Maintain Family Involvement" (Spriggs); and (6) "A Statewide Network for Parent Voices in Illinois" (Cramer). Other feature articles included in the issue are: (1) "Changing Our Community" (Cosby); (2) "Ten Years of HIPPY" (Westheimer); (3) "Libraries for Families" (Feinberg and Koser); and (4) "The Soul of the Movement" (Kinch). Regular sections of the magazine include book reviews, editorials, and descriptions of program practices. (KB)

ED 432 393 PS 027 783

Staberg, Christine
KidsCount in Colorado! 1998.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 147p.; For 1999 report, see PS 027 784.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; Counties; Demography; Elementary Secondary Education; Family Programs; Health Insurance; High School Graduates; Incidence; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Colorado; *Indicators; Vaccination

This Kids Count report examines statewide and county trends in the well-being of Colorado's children. The statistical portrait is based on 12 indicators of well-being: (1) infant mortality; (2) low birth weight births; (3) immunizations; (4) child poverty; (5) early prenatal care; (6) child abuse deaths; (7) health insurance; (8) paternity establishment; (9) teen births; (10) teen suicide rate; (11) youth unemployment; and (12) high school graduations. The report begins with a discussion of the major results. The bulk of the report details county- and state-level demographic, economic, health, education, and safety data. County-level trends for data are indicated where appropriate, based on 1991, 1994, and 1996 data. Additional information on school enrollment, child abuse and neglect, and teen suicide is also included. Findings indicate that since 1990, only 1 of the 12 indicators (infant mortality) has met the decade goal, but that progress has been made toward meeting seven goals. Fifteen percent of Colorado's children live in poverty. About 25 percent of infants are born to unwed mothers and 10 percent to teen mothers. Over 80 percent of women who gave birth in 1996 received early prenatal care. The low birth weight rate continues to rise and is one of the worst in the nation. However, the infant mortality rate is on the decline. Over 90 percent of Colorado's licensed child care facilities were ranked poor or mediocre. The high school graduation rate is still well below the state's goal. (KB)

ED 432 394 PS 027 784

should include activities that provide information to students and parents, activities that provide social support, and activities that bring middle and high school educators together. Finally, the importance of parents being involved in their young adolescent students' transition from middle to high school can hardly be overestimated, and parent involvement in the transition process can be encouraged through a variety of activities, including conferences with the high school counselors and school visits. (LPP)

ED 432 412 PS 027 834

Ten Years of the Safe Kids Campaign. Hearing on Examining the Success of the Safe Kids Campaign after Its 10 Years of Implementation of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accident Prevention; Hearings; Program Effectiveness; Safety; *Safety Education
IDENTIFIERS- Child Safety; Congress 105th; *National Safe Kids Campaign

These hearings transcripts present testimony before a U.S. Senate Committee on the implementation and success of the Safe Kids campaign after 10 years. Statements at the hearing were provided by: Dr. C. Everett Koop, chairman of the National Safe Kids Campaign; Heather Paul, executive director of the National Safe Kids Campaign in Washington, DC; Cullen Dwyer and Mikaela Matten, Child Safety Stars; Senator Patty Murray (Washington State); Greg LeMond, a champion bicyclist; Ralph S. Larsen, chairman and chief executive officer of Johnson & Johnson; Robert Lange, director of auto safety, General Motors Corporation; Ann Brown, the chairman of the U.S. Consumer Product Safety Commission; Dr. Ricardo Martinez, the administrator of the National Highway Traffic Safety Administration; and Mark L. Rosenberg the director of the National Center for Injury Prevention and Control, Center for Disease Control and Prevention. (EV)

ED 432 413 PS 027 835

Reaching Parents with Child Care Consumer Education.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Education; *Day Care; *Parent Education; Program Descriptions
IDENTIFIERS- Child Care Aware; Child Care Needs; Child Care Resource Centers; Resource and Referral Service

This booklet touches on many topics related to child care consumer education for parents. The booklet begins by defining child care consumer education, discussing this education as a way to provide parents with child care information to assess

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; American Indian Culture; *American Indians; Clinics; Counseling Services; *Counseling Techniques; Counselor Client Relationship; *Cultural Awareness; Disabilities; Public Policy; *Rehabilitation Counseling; Screening Tests; Surveys; *Vocational Rehabilitation; Workshops
IDENTIFIERS- Arizona

A workshop aimed to increase participant knowledge about how to improve vocational rehabilitation (VR) services for American Indians with alcohol disorders. Objectives included dissemination of results of a national research project; an overview of issues related to rehabilitation, alcohol abuse, and American Indian people; and specific suggestions for improving rehabilitation services for this population. This proceedings contains five papers and other materials. "Research on American Indians with Alcohol Abuse or Dependency" (Robert M. Schacht) reports on a survey of 31 treatment centers, 90 percent of which were culturally sensitive or used an explicitly Native treatment orientation. "Arizona VR Policies on Serving Clients with Alcohol Abuse or Dependency" (Valerie Lintz) clarifies relevant Arizona policies. "Screening Clients for Alcohol Problems" (Timothy C. Thomason) suggests screening procedures in the initial client interview and outlines features of 10 screening instruments. "American Indian Cultural Issues Regarding Alcohol and Alcoholism" (Candace Shelton) outlines general cultural principles for working with American Indians and discusses appropriate and inappropriate counselor behaviors. "VR Strategies for American Indians with Alcohol or Drug Abuse or Dependency" (Robert M. Schacht) discusses job performance, whether substance abuse or dependency is considered a disability, and specific VR counselor strategies. Appendices contain the Twelve Steps of Alcoholics Anonymous, Arizona VR policies related to substance dependency, a directory of 12 Arizona treatment programs with special services for American Indians, the workshop schedule, recommended readings, and diagnostic criteria for alcohol abuse and dependence. (SV)

ED 432 430 RC 022 040

Report and Recommendations of the British Columbia Teacher's Federation's (BCTF) Task Force on First Nations Education to the Annual General Meeting (January 1999). (Revised Annotated Version).
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Culturally Relevant Education; Educational Environment; *Educational Needs; Elementary Secondary Education; Foreign Countries; Parent Participation; Position Papers; Staff Development; Student School Relationship; *Teacher Role; *Unions
IDENTIFIERS- *British Columbia; Task Force Approach

In 1998, the British Columbia Teachers' Federation (BCTF) appointed an eight-member task force to investigate the effectiveness of the education system for First Nations students. The task force report and recommendations are intended to serve several groups of Aboriginal students: First Nations students, with or without status under Canada's Indian students participated in the interviews reported here. The outcomes of this investigation revealed that students do not view themselves as part of science or nature. The investigation also uncovered students' views of the self, nonself, relationship, and causality that affect their learning and view of science teaching. This investigation provides further demonstration of the influence of world views and the interplay of those views with the notion of scientific literacy. Contains 47 references. (Author/CCM)

ED 432 451 SE 062 418

Peril: Project Earth Risk Identification Lifeline. A Computer Game To Teach Risk Perception. CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Accident Prevention; Elementary Secondary Education; Environmental Education; *Health Promotion; *Integrated Activities; Mathematics Education; Optical Data Disks; *Risk Management; Science Education

This computer game is designed to provide awareness of misconceptions of health risks, insight into basic concepts of risk assessment and perception, and health and safety tips for everyday activities, and to encourage injury prevention. Contents include: (1) "Classroom Guide Contents," which lists resources such as teacher reference notes, student exercises in critical thinking, enrichment exercises to reinforce concepts of risk perception and risk measurement, and assignments to increase understanding of probability and statistics; and (2) "Curriculum Links," which offers information and exercises for curricula in Physical Education, Recreational Studies or Risk Assessment Courses, Personal Development Relationships or Global Geography Studies, Mathematics (Graphing and Statistical Calculations), and Integrated Science or Environmental Science Studies. (CCM)

ED 432 452 SE 062 422

Brand, Judith, Ed.
Memories.
PUB DATE- 98
NOTE- 30p.; Individual articles in the journal issue have been separately analyzed, see EJ 572 446-450.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Education; *Concept Formation; *Cultural Influences; Elementary Secondary Education; *Exhibits; Experiential Learning; Informal Education; *Memory; Museums; Photography; Science Education

This theme issue of the journal "Exploring" covers the topic of "memories" and describes an exhibition at San Francisco's Exploratorium that ran from May 22, 1998 through January 1999 and that contained over 40 hands-on exhibits, demonstrations, artworks, images, sounds, smells, and tastes that demonstrated and depicted the biological, psychological, and cultural dimensions of human memory. Contents include: (1) "A Multiplicity of Memory" (Jonathan Schooler); (2) "Messing with Your Mind" (Pat Murphy and Paul Doherty); (3) "The Anatomy of

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Debt (Financial); *Doctoral Degrees; Engineering; *Federal Aid; *Financial Problems; Financial Support; Graduate Study; Higher Education; *Postdoctoral Education; Science Education

An issue often arising in discussions about government support for graduate education in science and engineering is student indebtedness. An earlier issue brief entitled "What is the Debt Burden of New Science and Engineering Ph.D.'s?" (NSF-98-318) provided information about the debt owed by new doctorate recipients at the time of Ph.D. conferral for undergraduate and/or graduate education expenses for tuition and fees, living expenses and supplies, and transportation to and from school. This brief extends the analysis of U.S. citizens by examining the differences in debt burden among racial/ethnic groups and between men and women. (CCM)

ED 432 478 SE 062 750

YMCA Earth Service Corps Club Handbook.
PUB DATE- 98
NOTE- 73p.; Reprinted with permission from YMCA Earth Services Corps.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clubs; Cross Cultural Studies; Elementary Secondary Education; *Environmental Education; Extracurricular Activities; Foreign Countries; Leaders Guides; *Science Education; *Service Learning
IDENTIFIERS- *Young Mens Christian Association

This handbook provides Young Men's Christian Association (YMCA) Earth Service Corps club leaders and advisors with ideas for structuring clubs and service-learning projects. Activities and suggestions help to plan out the year, and improve service projects and club meetings. Contents include: (1) "What is YMCA Earth Service Corps?"; (2) "The Four Program Components"; (3) "A Recipe for Starting Your Own Earth Service Corps Club"; (4) "The Earth Service Corps Partnership"; (5) "Club Development"; (6) "Introduction to Weekly Club Outlines"; (7) "Fundraising"; (8) "Service Learning"; (9) "Leadership Development"; (10) "Environmental Education"; (11) "Planning Service-Learning Projects"; (12) "Community/Environmental Resource Mapping"; (13) "Cross-Cultural Awareness"; (14) "Evaluating Your Club"; and (15) "Evaluating This Handbook." An appendix includes a YMCA parent information sheet. (CCM)

ED 432 479 SO 027 853

Croddy, Marshall; Degelman, Charles; Hayes, Bill
The Challenge of Violence. Student Text and Teacher's Guide.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conflict Resolution; *Constitutional Law; Crime; Crime Prevention; Government Role; Intermediate Grades; Justice; *Law Related Education; Secondary Education; Social

Monde's programs and activities. It explains that Enda's teams work closely with local people in elaborating and carrying out programs in the belief that it is the young and the poor themselves (who normally have no say) who should conceive and carry out their own development strategies. According to the bulletin, Enda is attempting to redefine attitudes and approaches to work, learning, and environmental preservation, and is now carrying its activities to other countries of Africa, Asia, and Latin America. The bulletin suggests that Enda Tiers-Monde's alternative approaches to today's world of globalization, urban expansion, economic instability, and fast demographic growth are of particular relevance to all those seeking an appropriate and equitable future for the countries of the southern hemisphere. (BT)

ED 432 501 SO 030 900

Ensign, Jacque
Weaving Experiential Education into a Preservice Special Education Course: The Klutz Experience.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19 -23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; Empathy; *Experiential Learning; Higher Education; Individualized Education Programs; Instructional Innovation; *Preservice Teacher Education; Preservice Teachers; *Special Education; *Student Needs

An action research study examined the use of an extensive experiential assignment to introduce preservice elementary teachers to the field of special education. The study documents the use of 58 students' experiences in a difficult learning situation and investigates the transference of this learning experience to course content on individualizing a program for special needs students. Results indicated that students who do the "Klutz Experience" develop empathy for the struggles of special education students and also learn how to write an Individualized Educational Plan (IEP), use alternative assessments, and motivate and support special education students. Findings suggest a way to alter the isolation of course content and to help avoid the objectification of special education as "other." (Contains 12 references.) (Author/BT)

ED 432 502 SO 030 906

MainXchange in the Classroom: The New Internet Stock Market Game. Teacher's Guide and Student Activities.
PUB DATE- 98
NOTE- 45p.; Internet access is necessary to implement student activities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Economics Education; *Educational Games; Educational Objectives; *Investment; Learning Activities; Money Management; Secondary Education; *Simulation; Social Studies; *World Wide Web

ED 432 520 SO 030 987

Beauboeuf, Tamara M.
"Politicized Mothering": Evidence of a Relational and Extended Self-Concept among Culturally Relevant Women Educators.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Blacks; *Culturally Relevant Education; Educational Research; Females; Feminist Criticism; Qualitative Research; Secondary Education; *Self Concept; *Teacher Attitudes; Teacher Surveys; *Women Faculty; *World Views
IDENTIFIERS- African Americans

An exploratory, interview-based qualitative study explored the self-concepts of culturally relevant women teachers. Few studies have taken an explicitly psychological approach toward understanding these teachers and their pedagogy. It was expected that this study would offer insight into how a particular pedagogy might be rooted in a specific psychological world view and not simply in an individual teacher's personal preferences or experiences. Data collection consisted of three rounds of individual life-history interviews with six African American women who taught in northeastern urban junior and high schools. "Purposeful sampling" was engaged in by locating potential participants from the African American members of the social justice, curriculum development, and teacher training organization, "Facing History and Ourselves." Teachers were mixed in age and teaching experience. Analysis employed the Listener's Guide (Brown and Gilligan, 1990), a feminist interpretive tool that approaches interviews as "texts" and directs the researcher to read the texts for the viewpoints or "voices" they contain. The teachers' "voices" did in fact describe aspects of both a relational and an extended or sociocentric self. In their portrayals of the self concepts from which their pedagogy emerged, the women recounted how they saw teaching as a personal and relationship-oriented, rather than strictly professional, activity. In particular, they likened teaching to "mothering" and strove to provide each child in their classrooms with intense care and attention. In addition, they demonstrated an extended self as they evaluated pedagogical decisions in terms of the political consequences for the children they taught. Contains 25 references. (BT)

ED 432 521 SO 030 993

Trone, Carole J.
Fads and Frill in the Classroom: Perceptions of Testing in the Schools, 1920-30.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Policy;

different colleges. The summary instrument is included. (Contains 19 references.) (SM)

ED 432 540 SP 038 652

Bodone, Francoise M.; Addie, Karen L.
Teaching in a Standards-Based System: How Teachers' Voices Can Influence Policy, Preparation, and Professional Development.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; College Faculty; Educational Research; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Knowledge Base for Teaching; Leadership; Preservice Teacher Education; Secondary School Teachers; *State Standards; Student Evaluation; Teacher Attitudes; Teacher Certification; *Teacher Competencies; *Teacher Improvement; Teacher Participation
IDENTIFIERS- Oregon; Teacher Knowledge

This paper presents initial findings from a 2-year study to identify the core knowledge and skills necessary to teach in a standards-based system. The study was part of the Standards-Based Teacher Education Project (STEP), which focused on the development of frameworks and materials for preservice and practicing teachers. High school teachers and higher education faculty formed "co-development teams" in each of six disciplines committed to implementation of standards-based instruction and assessment in one or more of their classes. In collaborative work groups, they shared pedagogical practices, broadened content knowledge, and learned new ways to engage students in learning. Culminating statewide institutes in the spring of 1997 and 1998 provided the opportunity for co-development teams to cross-score classroom performance assessments, determine levels of student proficiency, and verify one another's judgments of proficiency. This paper summarizes initial findings from participants' reflective inquiry. The study found that the voices of STEP teachers engaged in the actual implementation of standards provided clear imperatives for those who formulate educational policy and design teacher preparation and professional development programs. The overarching imperative is that teachers are the primary agents of school reform and should be included in all stages of design, implementation, and improvement of the standards-based system. (Contains 47 references.) (SM)

ED 432 541 SP 038 657

Murray-Harvey, Rosalind; Slee, Phillip T.; Lawson, Michael J.; Silins, Halia; Banfield, Grant; Russell, Alan
Under Stress: The Concerns and Coping Strategies of Teacher Education Students.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; Elementary Secondary Education; Foreign

issues in lifespan and adolescence texts, though there were some structural and content treatment considerations. The second study involved a set of interviews with 11 teacher educators from a variety of programs nationwide. Four main themes were derived from the data (curricular consistency, community/campus contexts, perceived administrative response, and perceived student response). Findings suggest that while GLBT issues are increasingly a part of teacher education programs, there is still inconsistency across and within programs. Implications for these studies include recommendations for incorporating GLBT issues into teacher preparation in a more formal manner as well as integrating the issues across the curriculum. (Contains 15 references.) (Author/SM)

ED 432 560   SP 038 683

Swail, Watson Scott
Teaching for Understanding: Policy to Practice.
PUB DATE- 95
NOTE- 39p.; Presentation made at the Celebration Teaching Academy (Celebration, FL, August 11, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; Educational Change; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; School Culture; School Organization; Staff Development; Student Role; Teacher Certification; Teacher Evaluation; Teacher Role; Teaching Skills
IDENTIFIERS- Teacher Knowledge; *Teaching for Understanding

This monograph identifies key policy areas that support the concept of teaching for understanding. Part 1, "Teaching for Understanding," explores the mission and practices associated with teaching for understanding, presenting this practice from the viewpoint of the student, teacher, and school system. Part 2, "Policy Areas," identifies four areas of policy that are critical to the reform of the education system (teacher evaluation; staff development; school organization and culture; and teacher preparation, certification, and licensure). Part 3, "Policy Application," builds upon the information discussed in part 2 to develop a framework from which educators can identify the policy parameters within the scope of teaching for understanding. The monograph concludes that it is essential for educational researchers to understand the importance of policy factors in the reform process. (Contains 49 references.) (SM)

ED 432 561   SP 038 684

Ashbaker, Betty; Morgan, Jill
The "S" in ASCD: Teachers Supervising Paraeducators for Professional Development.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers,

Foreign Countries; Higher Education; *Inservice Teacher Education; School Administration; Teacher Background; Teacher Competencies; *Teacher Improvement; Teachers; Teaching Conditions; Teaching Skills
IDENTIFIERS- *Africa (Sub Sahara); Teacher Knowledge

This paper reports a review of journal articles listed in the British Education Index and the Cumulative Index of Journals of Education under the keywords of "inset" or "inservice" and either Africa, sub-Saharan Africa, or one of the 50 sub-Saharan African countries by name. Reports from Nigeria and South Africa form a substantial part of the literature. The paper reviews the articles by subject: (1) "Conditions in Which Teachers Work," (2) "Variation in Teachers' Backgrounds, Practices, and In-service Needs," (3) "Teachers Changing Their Own Practice," (4) "In-service Activities Provide New Knowledge and Skills," (5) "Use of Distance Education," (6) "School Administration, Organization, and Whole School Policies," (7) "Sustainable Change versus Radical Solutions," and (8) "Closing Commentary." The paper also reviews the articles in reverse chronological order. Finally, the paper presents listings by country. (SM)

ED 432 579 TM 029 644

Borrelli, Matthew; Cimochowski, Anna M.
CPMSA Comprehensive Partnerships for Mathematics and Science Achievement, Hartford Public Schools. 1997-1998 Year-End Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Grants; Low Achievement; *Mathematics Achievement; Mathematics Education; *Partnerships in Education; Program Effectiveness; Program Evaluation; School Community Relationship; *Sciences; Tables (Data); Urban Problems; *Urban Schools
IDENTIFIERS- *Hartford Public Schools CT; *Science Achievement

In October 1996, the Hartford Public Schools (Connecticut) received a grant for a partnership in minority student achievement, but in 1998, the grant was not renewed. This is the final year-end report on the Hartford Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) covering the program's second year. Fourteen schools were identified for CPMSA activities. The students enrolled in these schools represent 52% of the total student population of 22,531 in all the Hartford Public Schools. Multiple data sources were used to evaluate the program's effectiveness. Evaluation of the second year for CPMSA found a different and more effective form of implementation than seen in the first year, in part due to the appointment of a full-time program director. The most significant issues associated with CPMSA were those that stemmed from ongoing problems in the school district. The chaos in the public school system made it difficult for program activities to unfold as planned. The most significant problem was the removal of the former superintendent, coupled with the appointment of two interim superintendents and the eventual hiring of a new permanent superintendent. Key partners in the Hartford community expressed strong support of the CPMSA initiative and related efforts for systemic reform of mathematics and science education, but the district was not able to commit itself to the program. (Contains 10 figures and 20 tables.) (SLD)

*Networks; *Research Methodology
IDENTIFIERS- *Situated Learning

This article adopts a situative perspective on what it means to know and to learn, describing knowing as a continuous event distributed across multiple time frames and environmental particulars (e.g., textbooks, collaborating individuals, previous experiences, and computer representations). A methodology is presented that captures cognition in situ, with the goal of tracing the emergence and development of practices, concepts, and resources, as well as the role of particular interventions in supporting this process. The sociological approach of actor-network theory provides the structural framework within which the Constructing Networks of Activity (CNA) methodology is grounded. In advancing CNA methodology, a set of criteria for researchers introducing novel methods that was developed by A. Schoenfeld (1992) is applied. In addition to setting the context and providing a rationale for the CNA methodology, the discussion includes an in-depth description of the methodology and its application to data sets and a discussion of the reliability, validity, scope of application, and limitations of the method. Three appendixes contain scenarios of the method in use. (Contains 2 tables, 7 figures, and 44 references.) (Author/SLD)

ED 432 598 TM 029 980

Hall, Bruce W.; Hewitt-Gervais, Cynthia M.
The Application of Student Portfolios in Primary/Intermediate and Self-Contained/Multi-Age Team Classroom Environments: Implications for Instruction, Learning, and Assessment.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Mixed Age Grouping; *Portfolio Assessment; Primary Education; *Student Evaluation; Teacher Attitudes; *Test Use

Portfolios have gained wide acceptance as a learning and assessment tool. Yet, little research has been reported on the practices of teachers who are actually using portfolios within their classrooms and how those practices are moderated by contextual variables. This research examined the instructional, learning, and assessment roles of student portfolios, and explored, from the perspective of the classroom teacher, variations in portfolio applications associated with teaching level (primary versus intermediate) and classroom environment (self-contained versus multiage/teaming). Teachers for kindergarten through grade 5 in 3 elementary schools (n=314) completed a survey questionnaire regarding the instructional and assessment uses to which portfolios are put within their classrooms. To further examine patterns of portfolio use, a subset of 44 teachers was interviewed to explore teacher perceptions about the impact of student portfolios on themselves and their students. Results suggest that these teachers make deliberate decisions regarding uses of their students' portfolios, decisions that appear heavily impacted by the maturity or skill level of the child, the purposes of the application, and the classroom environment within which the application occurs. They also depend on whether the portfolio product is in a formative state (working portfolio) or final

Amendatory Act. This section also describes the specific intervention program provided by one partner followed in the study, the LEARN program. LEARN (pseudonym) focused on teachers' instructional practices through a professional development program. The third section describes the research design and data collection strategies, and the fourth section contains findings. The LEARN program was evaluated through interviews with 10 teachers and administrators and classroom observations. Study of the LEARN program provided many insights into institutionalizing school reform, but one of the most important findings is the importance of considering the broader institutional environment of school systems. (Contains 3 tables and 16 references.) (SLD)

ED 432 620 TM 030 130

Allen, Nancy L.; Carlson, James E.; Zelenak, Christine A.
The 1996 NAEP Technical Report.
PUB DATE- 99
NOTE- 926p.; "In collaboration with Luz Bay, Patrick B. Bourgeacq, Mary Lyn Bourque, Nancy W. Caldwell, Hua-Hua Chang, Wen-Hung Chen, John R. Donoghue, John J. Ferris, David S. Freund, Lucy M. Gray, Steven P. Isham, Frank Jenkins, Eugene G. Johnson, Bruce A. Kaplan, Edward Kulick, Stephen Lazer, Jo-Lin Liang, Susan C. Loomis, Eiji Muraki, Norma A. Norris, Ingeborg U. Novatkoski, Jiahe Qian, Katharine E. Pashley, Timothy Robinson, Alfred M. Rogers, Keith F. Rust, Terry L. Schoeps, Spencer S. Swinton, Bradley Thayer, Neal Thomas, Mark M. Waksberg, Leslie Wallace, Lois H. Worthington, Jinming Zhang."
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Data Analysis; Data Collection; Databases; Elementary Secondary Education; *National Competency Tests; *Research Methodology; Research Reports; Sample Size; Sampling; *Standardized Tests; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress; Weighting (Statistical)

This report documents the design, administration, and data analysis procedure of the National Assessment of Education Progress (NAEP) for 1996. It indicates the technical decisions that were made and the rationale behind them. Detailed substantive findings are not presented in this report. These chapters provide technical information about the NAEP: (1) "Overview of Part I: The Design and Implementation of the 1996 NAEP" (Nancy L. Allen and Eugene G. Johnson); (2) "Developing the NAEP Objectives, Items, and Background Questions for the 1996 Assessments of Mathematics and Science" (Stephen Lazer); (3) "Sample Design" (Leslie Wallace and Keith F. Rust); (4) "Assessment Instruments" (Stephen Lazer); (5) "Field Operations and Data Collection" (Lucy M. Gray, Mark M. Waksberg, and Nancy W. Caldwell); (6) "Processing Assessment Materials" (Patrick B. Bourgeacq, Bradley Thayer, and Timothy Robinson); (7) "Professional Scoring" (Patrick B. Bourgeacq, Bradley Thayer, and Timothy Robinson); (8) "Creation of the Database, Quality Control of the Data Entry, and Creation of the Database Products" (John J. Ferris, Katharine E. Pashley, David S. Freund, and Alfred M. Rogers); (9) "Overview of Part II: The Analysis of 1996 NAEP Data" (Nancy L. Allen and James E. Carlson); (10) "Weighting Procedures and Estimation of Sampling Variance" (Eugene G. Johnson, Jiahe Qian, Leslie Wallace, and Keith F. Rust); (11) "Scaling Procedures" (Nancy L. Allen, exploring trends and the nature of adolescent violence. The second part of the volume examines the legal principles and specific policy options available to respond to youth violence, and the last section attempts to put the debate about youth violence into the contexts of the juvenile court and youth policy. The chapters are: (1) "The Perception of a Problem Is a Problem"; (2) "American Youth Violence--A Profile"; (3) "A Youth Violence Epidemic: Myth or Reality"; (4) "The Case of the Terrifying Toddlers"; (5) "Some Basic Principles"; (6) "Firearms Policy for the Young"; (7) "'That Malice Which Is To Supply Age': Standards for Transfer to Criminal Court"; (8) "Adolescents Who Kill"; (9) "Youth Violence and the Future of the Juvenile Court"; and (10) "Youth Violence and Juvenile Policy." (Contains 21 figures, 2 tables, and 111 references.) (SLD)

ED 432 641 UD 033 058

NCLR Census Information Center Fact Sheets.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Children; *Educational Attainment; *Employment Patterns; Federal Programs; Government Role; *Hispanic Americans; Males; Minority Groups; *Poverty; *Social Services
IDENTIFIERS- Latinos

This document consists of four separately-published fact sheets providing information, derived from U.S. government sources, about the condition of Hispanics in the United States. The first, "Hispanic Children, Poverty, and Federal Assistance Programs," describes the status of Hispanic American children and the federal programs designed to help them. The second, "Hispanic Employment and Earnings Fact Sheet," shows the employment rates and income averages for Hispanic men and women in the United States. Information gathered for this report shows that Hispanics had the lowest median personal income and remained the poorest group of U.S. residents in 1996. "Hispanic Male Fact Sheet" presents details about the employment, education, and health status of Hispanic men in the United States. "Hispanic Poverty Fact Sheet" contains information about Hispanic Americans and poverty. Taken together, these fact sheets paint a picture of a group with less education on the average, lower income, and higher overall poverty rates than other minorities in the United States. The numbers of Hispanic American children are increasing, but their educational, poverty, and health status is not. (SLD)

ED 432 642 UD 033 059

Roberts, Terry; Billings, Laura
The Paideia Classroom: Teaching for Understanding.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disadvantaged Youth; Educational Assessment;

information to support sound planning and decision making, as well as to provide an historical perspective of St. Petersburg Junior College. Topics include: (1) a brief college history; (2) a look to the future; (3) a description of the service area, and data related to the College's student body, academics, personnel, financial position, facilities, and outcomes indicators; and (4) descriptive statistical information. Statistical data on the college are presented in the following categories: (1) student enrollment, including credit student history, opening fall credit headcount, end-of-session fall credit headcount, and student registration; (2) academics; (3) outcomes and indicators; (4) facilities; (5) personnel; and (6) finance. Graphs and charts provide an at-a-glance comparative perspective. Fall student enrollment, which had increased steadily through 1992, began a downturn in 1993, which began to stabilize in 1997. By ethnicity, enrollment by white students decreased steadily between 1992 and 1997, while enrollment by Blacks, Hispanics, and Asians increased. Between 1992 and 1996, total revenues increased from $49.1 million to $58.2 million, while total expenses increased from $48.6 million to $57.1 million. Appendices include an inventory of degree and certificate programs, 1996-97 employers by programs, an accreditation schedule, and a description of special programs. (JJL)

ED 432 355   JC 990 522

New Jersey Commission on Higher Education Fiscal Year 1999 Budget Policy Statement.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Educational Finance; Educational Objectives; Educational Planning; Financial Needs; *Financial Policy; Financial Services; *Financial Support; Higher Education; Money Management; Paying for College; *Student Financial Aid
IDENTIFIERS- New Jersey Commission on Higher Education

This report gives recommendations for the 1999 budget policy for higher education within the state of New Jersey. In its background section of previous budget policies and related reports, the report describes the Commission's goals and plans on financing, the condition of New Jersey's financial aid to students, incentive programs, and remaining needs. For the fiscal year 1999, the report stresses that the budget must recognize that the various sources of funding for higher education are interdependent. Following a description of possible sources, the 1999 budget policy recommendations are stated. First, in terms of student assistance, the report focuses on tuition grants, differentiating between full time and part time students. The Commission urges that the 1999 budget provide inflation-based increases for summer programs and costs for the academic year for students. It describes the initiatives of the Educational Opportunity Fund and two scholarships. In terms of capital funding, the Commission recommends inclusion of funding for capital programs with continued funding for the debt service costs of other funds. In terms of educational operating aid, it is recommended that the budget take initiative in achieving the recommended funding partnership for the four-year, two-year, and independent institutions. Other higher education programs are mentioned,

Cook, John T.; Martin, Katie S.
Differences in Nutrient Adequacy among Poor and Non-Poor Children.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Low Income Groups; *Nutrition; *Poverty; *Preschool Children
IDENTIFIERS- *Nutrients

This study compared the proportion of 1- to 5-year-olds in poor and non-poor households whose intakes of key nutrients were inadequate. Data were obtained from the 1986 United States Department of Agriculture Nationwide Food Consumption Survey and Continuing Survey of Food Intakes by Individuals. An intake below 70 percent of the Recommended Daily Allowance was identified as the cutoff for dietary inadequacy; poverty was defined as a household income below 130 percent of the poverty threshold. The findings indicated that there were major differences between poor and non-poor children in their intake of 10 out of 16 nutrients (calories, folate, iron, magnesium, thiamine, zinc, and vitamins A, B6 C, and E). The extent of substandard nutrient intakes among millions of poor youngsters corresponds with independent data on widespread hunger among the nation's poor children. Dietary inadequacy is related to several problematic health outcomes, including iron deficiency and anemia, and stunting and wasting. (Contains 24 references.) (KB)

ED 432 374 PS 027 737

Cook, John T.; Sherman, Laura P.; Brown, J. Larry
Impact of Food Stamps on the Dietary Adequacy of Poor Children.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Hunger; Low Income Groups; *Nutrition; *Poverty; *Preschool Children; Program Effectiveness
IDENTIFIERS- Child Nutrition Programs; *Food Stamp Program; *Nutrients

The Food Stamp Program (FSP) is the nation's primary nutrition assistance program for poor families in the United States. This study compared the dietary adequacy of children in poor families receiving food stamps to that of children in poor families not receiving such assistance. Data used were obtained from the 1986 United States Department of Agriculture Continuing Survey of Food Intakes by Individuals, a nationally representative sample survey consisting of an overall sample from all households in the 48 contiguous states, and a low-income sample emphasizing households with incomes below 125 percent of the federal poverty thresholds. This analysis focuses on the low-income sample. The findings indicated that compared to nonparticipating poor children ages 1 to 5, the dietary intake of children whose households received food stamps was significantly better in 10 of 16 major nutrients analyzed. The findings indicate that the Food Stamp Program is highly effective in improving the nutritional status of children in poor families. (Contains 22 references.) (KB)

ED 432 375 PS 027 738

Staberg, Christine

KidsCount in Colorado! 1999.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 99

NOTE- 145p.; For 1998 report, see PS 027 783.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; Counties; Demography; Elementary Secondary Education; Family Programs; Health Insurance; High School Graduates; Incidence; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems

IDENTIFIERS- *Colorado; *Indicators; Vaccination

This Kids Count report examines statewide and county trends in the well-being of Colorado's children. The statistical portrait is based on 12 indicators of well-being: (1) infant mortality; (2) low birth weight births; (3) immunizations; (4) child poverty; (5) early prenatal care; (6) child abuse deaths; (7) health insurance; (8) paternity establishment; (9) teen births; (10) teen suicide rate; (11) youth unemployment; and (12) high school graduations. The report begins with a discussion of progress toward the Decade of the Child goals set for the year 2000. The bulk of the report details county- and state-level demographic, economic, health, education, and safety data. County-level trends for data are indicated where appropriate, based on 1991, 1994, and 1997 data. The report's findings indicate that infant mortality, early prenatal care, percentage of young children who are fully immunized, paternity establishment, the number of children dying from abuse or neglect, teen birth rate, and teen suicide rate have all shown improvement since 1990. Low birth weight births and high school graduation rates have worsened during the 1990s. (KB)

ED 432 395 PS 027 786

Mendez, Emilio Garcia

Child Rights in Latin America: From "Irregular Situation" to Full Protection. Innocenti Essays No. 8.

PUB DATE- 98

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agencies; Change Strategies; *Child Welfare; Childhood Needs; *Childrens Rights; Civil Rights; *Federal Legislation; Foreign Countries; Government Role; Models; Nongovernmental Organizations; Violence

IDENTIFIERS- Argentina; Brazil; Child Protection; *Latin America; United Nations Convention on Rights of the Child; Uruguay

Since the ratification of the United Nations Convention on the Rights of the Child by all Latin American countries, many substantial national legislative reforms have been made that reflect the spirit and the letter of the new Convention. This series of essays documents the challenges faced by countries beginning the process of legislative reform, and maintains that this challenge concerns establishing a new culture as well as legislation and that it must be concerned with all children and adolescents without exception. The essays focus on experiences their needs, locate services, evaluate quality, and choose the best possible care for their children. The booklet asserts that parents need information, personal attention, and access to support during the process of choosing child care. The booklet describes Child Care Aware, a national initiative to provide information about child care to parents, and also describes Child Care Resource and Referral Agencies (CCR&Rs). The second section of the booklet, "What States Are Doing," describes how several states have used Child Development Block Grants to develop innovative consumer education initiatives. The booklet concludes with a list of national organizations working in the area of child care consumer education. (EV)

ED 432 414 PS 027 838

Crumbley, Joseph
Transracial Adoption and Foster Care: Practice Issues for Professionals.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adopted Children; *Adoption; *Caseworker Approach; *Child Welfare; *Foster Care; Foster Children; Racial Identification; *Transracial Adoption
IDENTIFIERS- Identity Formation

Addressed to practitioners working with adoptive families, this book examines the question: How do professionals help children and families make transracial adoptions and foster care placements work? The book describes specific ways to ensure that children develop positive racial and cultural identities and how professionals can better serve transracial families. Further, the book addresses concerns such as cultural competence and the recruitment of minority adoptive and foster parents. Case studies and "myths" of transracial adoption provide additional background information. The book is presented in three parts. Part 1, "Introducing Families to Racial and Cultural Issues," discusses identity formation and how power shapes a child's positive identity; this part also assists practitioners in identifying the impact of transracial adoption and foster care on the child. Part 2, "Providing Services to Transracial Families," reviews assessment tools and curricula for prospective foster and adoptive parents, discusses preparation for transracial placements, provides an overview of parenting tasks and specific skills that parents in transracial families should have, and offers an overview of activities related to the child's education, medical/health concerns, community networking, financial, and legal tasks. Part 3, "Professional Concerns," discusses how staff can be better prepared to serve transracial families, discusses federal requirements for states to recruit a racially diverse pool of families, reviews techniques for improving family retention, and provides an overview of future trends in transracial adoptions and foster placements. Six appendices include excerpts from self-assessment and training materials, resources for parents and practitioners, and summaries of relevant federal legislation. Contains 45 references. (KB)

ED 432 415 RC 020 966

Act, who live on or off reserves in rural and urban areas, as well as Metis students. Many Aboriginal students are not achieving success in the public schools, for reasons related to the history of Canada's treatment of Aboriginal peoples, to poverty, and to the failure of public schools to value indigenous cultures. The task force recognizes that each child has a gift that must be looked for and nurtured. To contribute to the success of Aboriginal students, the task force proposed numerous recommendations to the BCTF. Each is accompanied by a supporting statement and the outcome in the 1999 BCTF annual general meeting. Recommendations are in six categories: those specific to BCTF goals and programs, development of teacher awareness and commitment, school support for Aboriginal students, culturally relevant curriculum and materials, elimination of racism in schools, and funding and governance (involvement of Aboriginal parents and communities). An appendix, "Summary Report of Selected First Nations Education Documents" (Deborah Jeffrey), reviews seven reports on Aboriginal education in Canada, published 1967-98. (SV)

ED 432 431 RC 022 041

Pruyn, Marc
Discourse Wars in Gotham-West: A Latino Immigrant Urban Tale of Resistance & Agency. The Edge: Critical Studies in Educational Theory.
PUB DATE- 99
NOTE- 234p.; Preface by Peter McLaren, afterword by Antonia Darder.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Classroom Communication; Consciousness Raising; Critical Thinking; *Discourse Analysis; Hispanic Americans; Immigrants; *Literacy Education; Native Language Instruction; Popular Education; Spanish; *Student Empowerment; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- California (Los Angeles); *Critical Pedagogy; *Latinos

Siempre Adelante, a support organization for Central American and Mexican immigrants and refugees in Los Angeles, provided adult Spanish literacy classes inspired by Freire's practice of critical pedagogy. A 13-month ethnographic study of intermediate Spanish literacy classes examined how "critical student agency" was fostered or hindered through classroom discourse. A literature review discusses the notion of "agency" through the work of major theorists, including Gramsci; Foucault and poststructuralist thinkers; and Freire, McLaren, and other theorists concerned with critical pedagogy. The study focused on classroom discourse as six students received Spanish literacy instruction from each of three teachers. The discursive practices during instruction differed so much between teachers that each teacher's class is presented as a distinct "case." In the first case, a teacher-centered "banking" system of pedagogy led to teacher and students co-constructing a "hegemonic discourse community" that limited the development of critical student agency. In the second case, the teacher's positioning of students as active social subjects helped teacher and students to co-construct a "counter-hegemonic discourse community" that fostered critical student academic and sociopolitical agency. In the third case, the students (with a notable lack of teacher participation) constructed a learning community that alternated between

Memory" (Sitara Cave and Susan Schwartzenberg); (4) "Young in Mind" (Mary K. Miller); (5) "Battling Icons" (Amy Snyder); (6) "Erased Memories" (Paul Kwan and Arnold Iger); (7) "Earliest Memories" (Susan Schwartzenberg); and (8) "Portraits for the Twenty-first Century" (Morgan O'Hara). (CCM)

ED 432 453 SE 062 500

Understanding Our Changing Planet: NASA's Earth Science Enterprise. 1998 Fact Book.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate Change; *Earth Science; *Ecology; Elementary Secondary Education; Energy Conservation; Natural Sciences; *Science Education; *Scientific Concepts; *Space Sciences; Water
IDENTIFIERS- National Aeronautics and Space Administration

This document describes NASA's Earth Science Enterprise, a comprehensive program to study the earth as an environmental system. The Earth Science Enterprise has three main components: (1) a series of earth-observing satellites; (2) an advanced data system; and (3) teams of scientists who will study the data. Contents include: (1) "The Earth Science Enterprise," an overview of the program; (2) "Questions and Answers," key questions about how NASA studies the earth; (3) "NASA Facts," information on related science issues; (4) "Earth Science Enterprise Accomplishments," accomplishments from the past to the future; (5) "Earth Science Enterprise Researchers," information about the people who are part of the program; (6) "Earth Science Enterprise Facts," specific information about missions and recent changes; and (7) "Where Do I Get More Information?" a listing of Earth Science Enterprise education contacts. (CCM)

ED 432 454 SE 062 502

Milbourne, Linda A.; Haury, David L.
Helping Students with Homework in Science and Math. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Assignments; Computer Uses in Education; Elementary Secondary Education; *Homework; *Mathematics Education; Parent Participation; *Parent Role; *Science Education; *Study Habits; Study Skills; Time Management
IDENTIFIERS- ERIC Digests

This digest presents information for parents regarding science and math homework. The benefits of homework are discussed and guidelines for gauging the amount of time spent on homework are given. Suggestions for family policies and procedures for helping children complete homework assignments are also presented. (WRM)

ED 432 455 SE 062 505

Control; *Social Studies; *Violence
IDENTIFIERS- *Bill of Rights; *United States Constitution

This document addresses violence as one of the key challenges facing the democratic and pluralistic republic under the framework of the Constitution and its Bill of Rights. Primary focus is on criminal violence and the factors and behaviors that contribute to violent crime. The text is organized into three chapters: (1) "The Problem of Violence"; (2) "Law and Public Policy"; and (3) "Taking Action Against Violence." Chapter 1 examines the history, costs, and causes of crime. Chapter 2 explores the constitutional context of the political debate over violence and the question of how government works to stem the tide of violence without compromising the individual rights of U.S. citizens. Students are invited to engage in major policy discussions about gun control and youth curfews. Chapter 3 presents a survey of what citizens around the country are doing to protect themselves from violence and to make their communities and schools safer places. A teacher's guide designed to provide instructional support is included. (MM)

ED 432 480 SO 027 855

Croddy, Marshall; Hayes, Bill, Ed.; Doggett, Keri, Ed.
Youth and Police.
SPONS. AGENCY- Los Angeles Unified School District, CA.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Crime Prevention; *Government Role; *Law Enforcement; Law Related Education; Middle Schools; *Police; Police Action; *Police Community Relationship; Social Responsibility; Social Studies

This curriculum unit provides middle-school teachers a series of innovative and easy-to-use lessons for the classroom. Five core lessons give students a background in the role of police in society and issues of community crime and safety, prepare students to take part in the Police Patrol simulation with actual officers, and challenge students to help improve police-community relations with projects of their won. Five extension lessons prepare teachers to provide instruction on key legal and public policy issues that often arise concerning the police, including the use of force, police field procedures, and officer discipline. These lessons can be used in any sequence or to address police-community issues as they arise. Each lesson contains complete student readings and worksheets, formatted as handouts for easy reproduction, and complete step-by-step teacher instructions for conducting the lesson in the classroom. (MM)

ED 432 481 SO 029 200

Consider the Source. Historical Records in the Classroom.
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

IDENTIFIERS- Interactive Systems; *Learning Across the Curriculum; *Stock Market

This teaching guide/student activities booklet, for grades 6-9 and 7-11, outlines an Internet-based stock exchange simulation that allows students to learn about the stock market in a fun format. The simulation (the "MainXchange") described in the booklet offers students the opportunity to engage in "real-life" investing, while exploring and learning about the industries, companies, and brands that interest them the most. It allows students to enjoy an exciting, interactive, and multifaceted program as they learn essential business, academic, and life skills. The educational goal of the MainXchange is for students to learn how to make informed business and investment decisions. The information students need to make such decisions is provided for them on-line; students can access many sources of information, including company capsule and financial reports, news releases, real world news (through a link with CNN Interactive), briefings, and links to companies' own Web sites. Sections in the booklet are: "What Is the MainXchange?"; "How the Teacher's Guide Is Organized"; "Time Frame"; "Skills Covered"; "Correlation of MainXchange Activities to National Education Objectives"; "Implementing the MainXchange in Your Classroom"; "Correlation of Activities to Academic Disciplines"; and "Answer Keys." (BT)

ED 432 503 SO 030 917

School Violence. Web Lessons.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Citizenship Education; Conflict; *Conflict Resolution; Information Sources; Law Related Education; *Public Schools; School Security; Secondary Education; Social Studies; *Student Behavior; *Student Problems; *Violence; World Wide Web
IDENTIFIERS- Conflict Management; Hate Speech

In answer to the concerns about school violence in the United States (especially since the tragedy in 1999 at Columbine High School in Littleton, Colorado), this Internet curriculum offers lessons and resources that address the topic of school violence and its causes, as well as the search for solutions. The curriculum presents four world wide web lessons: (1) "The Challenge of School Violence"; (2) "Creating Alternatives to Violence"; (3) "Should Hate Be Outlawed?"; and (4) "Implementing a Civic Action Project." It also lists the following web resources: "Links to Information about Youth Violence"; "CRF Resources on School Violence"; "The Active Citizenship Today Field Guide"; "The Challenge of Violence"; "Mock Trial: People v. Brunetti"; and "Terrorism in America." (BT)

ED 432 504 SO 030 919

Patrick, John J.
Two Concepts at the Core of Education for Democratic Citizenship: Constitutionalism and Human Rights.
PUB DATE- 99
NOTE- 15p.; Paper presented at the CIVITAS Summer Institute (Budapest, Hungary, July 5-9, 1999).
LANGUAGE- English

Educational Psychology; *Educational Trends; Elementary
  Secondary Education; *Intelligence Tests; Teacher Attitudes
IDENTIFIERS- *1920s

There was widespread initial interest and use of intelligence tests in the schools immediately after World War I; this interest is reflected in the fact that "Reader's Guide to Periodic Literature" indexed nearly 300 articles on intelligence tests in the 5-year period from 1919-1924 alone. The history of intelligence testing and the schools contains a more nuanced story than testing statistics reveal. Questioning what the historian really knows about teachers' motives and the ways they implemented intelligence test scores into their classrooms, the paper finds that the answer will probably never be conclusive, since teachers, like the students and the classroom itself, remain the most elusive subject within the history of education. A deeper look into the teacher-oriented journals and teacher-training textbooks of the day suggests that the teacher's and principal's relationship to testing was complicated and fraught with ambivalence. Testing rhetoric of the time aimed for the strongest declaration of its potential for the schools. Historians of the early testing movement have often reduced the testing controversy to a conflict between those who were philosophically opposed to the deterministic implications of testing versus the educational psychologists, but that the educational arena of the 1920s was far more varied than that and the historian who attempts to tease out these variations of response must consider the source of records as well as their intended audience. The paper concludes with a discussion of the spread of standardized testing in the schools and results of that policy. Contains 89 notes. (BT)

ED 432 522   SO 030 994

Smith-Crocco, Margaret; Thornton, Stephen J.
What Does School Restructuring Mean for Traditional School
  Subjects? The Case of Social Studies.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Montreal, Quebec, Canada,
  April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Research; High
  Schools; *Public Schools; *School Restructuring; *Small
  Schools; *Social Studies; Teacher Surveys
IDENTIFIERS- Administrator Surveys; Educational Issues; *Large
  Schools; *New York City Board of Education

Few answers are to be found in the research literature about what happens to traditional academic subjects in school restructuring. This paper provides an analysis of the U.S. social studies curriculum and a description of how it has fared in the public high schools of New York City (NYC). A research project conducted during 1994, 1995, and 1996 investigated the status of social studies in the public high schools of NYC. The paper reports the contrasts uncovered through the survey research, observations, and interviews with teachers and administrators in social studies at both traditional, comprehensive high schools and small, restructured secondary schools. Specifically, it examines the ways in which social studies is being taught in these two types of institutions. Contains 9 notes. (BT)

Countries; Higher Education; Practicums; Preservice Teacher Education; *Stress Management; Stress Variables; *Student Teacher Attitudes; Student Teacher Evaluation; Student Teacher Supervisors; Student Teachers; Teacher Attitudes; *Teacher Student Relationship

IDENTIFIERS- Australia (South Australia); Flinders University of South Australia

This study sought information from two cohorts of student teachers regarding their concerns in the teaching practicum component of their course and strategies they used to cope with these concerns. Students completed the Perceptions of Teaching questionnaire, and supervising teachers rated them in seven teaching areas. Data were analyzed in various ways to (1) test the psychometric properties of the survey instrument; (2) identify aspects of the practicum that concerned students most and least; (3) examine differences between students' experiences of stress in relation to age, gender, and degree status (graduate or undergraduate); (4) define strategies that students reported help them cope with practicum stresses; and (5) investigate the relationship between stress and teaching performance. Examination of data across time yielded a consistent finding of significant reduction in stress from the first to the second practicum. The composition of this change produced a constant pattern of greater concern for students in the area of preparation and less concern related to school evaluation. The critical importance of the student/supervising teacher relationship for student success in the practicum emerged both from the students' reports that seeking support from the teacher was their principal coping strategy, and from the strong link found between stress in the relationship and teachers' poorer rating of the students' performance. (Contains 15 references.) (Author/SM)

ED 432 542 SP 038 658

Boe, Erling E.; Bobbitt, Sharon A.; Cook, Lynne H.; Barkanic, Gema; Maislin, Greg

Sources of Supply of Teachers for Eight Cognate Areas: Nation Trends and Predictors. Data Analysis Report No. 1998-DAR2.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 98

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Career Development; Elementary Secondary Education; Employment Patterns; *Labor Turnover; *Public Schools; Teacher Characteristics; Teacher Employment; Teacher Qualifications; *Teacher Supply and Demand; Teachers; Teaching Conditions; Teaching Experience; *Teaching (Occupation)

This report contains national trend and predictor data for the supply of public school K-12 teachers in eight cognate areas: general elementary education; mathematics and science education; language education; social studies education; arts, physical, and health education; business and vocational education; other general education; and special education. Data came from three large national probability samples of teachers taken over 6 years. The main data source was the Public School Teacher Questionnaires of the Schools and Staffing Surveys (SASS) of the National Center for Education Statistics. Data reveal major trends in those aspects of teacher career paths associated with entering, and continuing in, the ranks of employed public school teachers. Data also reveal variables

"Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Ethics; *Paraprofessional School Personnel; Planning; Staff Development; *Supervision; Supervisors; *Supervisory Training; *Teacher Role; *Teamwork
IDENTIFIERS- Teacher Leaders

This paper discusses the emerging national issues surrounding supervision of paraeducators in the classroom and provides initial guidance on practical ways to supervise effectively. It begins by describing the current situation in the U.S., focusing on two important issues: the training of teachers as supervisors and training for paraeducators. This section also examines a federally funded Project of National Significance: Super-Vision: A Model for the Teacher's Role as Supervisor of Paraprofessionals," which addresses the lack of training for both teachers and paraeducators by providing training to teacher-paraeducator teams. Next, the paper addresses two critical areas of supervision: defining paraeducator roles and enhancing communication (ethics, time to plan, and differing work styles). The paper concludes that with nearly one million paraeducators in classrooms nationwide, and a projected 38 percent increase in that number by the year 2005, issues of training and supervision continue to emerge and must be addressed. Administrators and teachers must provide support to paraeducators that will define their roles and responsibilities, enhance communications, and develop effective teamwork. They must also seek out training for teachers to develop their supervision skills. Federally funded programs are available to support these efforts. (Contains 10 references.) (SM)

ED 432 562 SP 038 685

Bull, Barry; Buechler, Mark
Learning Together. Professional Development for Better Schools.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Administrators; Boards of Education; Educational Finance; Educational Improvement; Educational Policy; Elementary Secondary Education; *Faculty Development; Financial Support; Leadership; State Departments of Education; Teacher Collaboration; *Teacher Improvement; Teacher Role; Time Management; Trust (Psychology); Unions
IDENTIFIERS- Indiana; School Improvement Teams

This document presents a set of principles for effective professional development and a series of practical suggestions to help schools and school districts implement these principles. The document also profiles several Indiana schools and programs that exemplify the type of school-based approach to professional development that is so promising. Information comes from a review of research on professional development; discussions with experts nationwide; focus groups with Indiana teachers, principals, and professionals representing other organizations; and a review process that involved teachers, principals, superintendents, and representatives of educational service centers, professional organizations, and the Indiana Department of Education. Chapter 1 presents "Principles of

ED 432 580 TM 029 715

Results of College Admissions Testing in Texas for 1996-97
Graduating Seniors.
PUB DATE- 98
NOTE- 107p.; For the 1995-96 results, see TM 029 963.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); College Bound Students; *College Entrance Examinations; *High School Seniors; High Schools; School Districts; Schools; Scores; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment; *Scholastic Assessment Tests; Texas

Results for 1996-97 graduating seniors in Texas are reported from the College Board's Scholastic Assessment Test (SAT) I: Reasoning Test and from the American College Testing, Inc. (Enhanced) ACT Assessment. Texas statewide, district, and campus results are displayed along with aggregate results from the United States and other states. Included also are selected test score trends and scores among students groups and among selected groupings of Texas regular and special public school districts as defined by the Texas Education Agency. The report also contains state, campus, district, and various district grouping summaries of the combined SAT I and ACT results, as defined within the Texas Academic Excellence Indicator System. In 1997, numbers of both SAT I- and ACT-tested graduates were up for both Texas and the United States. In Texas, there were 94,034 SAT I-tested graduates, the highest number ever, and 58,395 ACT-tested graduates, the second highest ever. The mean SAT I score for Texas remained at 995, 21 points below the U.S. mean. The state's performance held steady as the number tested increased. Act Texas scores mirrored the SAT trends. Appendixes contain tables of scores by ethnicity and by district and campus. (Contains 11 tables, 2 figures, and 50 references.) (SLD)

ED 432 581 TM 029 936

Oshima, Jun; Oshima, Ritsuko
Scaffolding for Progressive Discourse in CSILE: Case Study of University Undergraduate Programs.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Cooperative Learning; Foreign Countries; Higher Education; Learning; *Undergraduate Students
IDENTIFIERS- *Computer Supported Intentional Learning Environ; Discourse; Japan; *Scaffolding

"Computer-Supported Intentional Learning Environments" (CSILE) is an educational philosophy developed by M. Scardamalia and C. Bereiter (1991) for the design of computer-supported learning environments. CSILE software is a communal database system in which learners are allowed to externalize their thoughts as text or graphic "notes," and then organize their knowledge collaboratively to advance their communal understanding. A web-based version of CSILE (WebCSILE) was used in university state (performance portfolio). (Contains 7 tables and 14 references.) (Author/SLD)

ED 432 599 TM 029 981

Hong, Eunsook
Effects of Gender, Math Ability, Trait Test Anxiety, Statistics Course Anxiety, Statistics Achievement, and Perceived Test Difficulty on State Test Anxiety.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Higher Education; Path Analysis; Sex Differences; *Statistics; *Student Attitudes; *Test Anxiety
IDENTIFIERS- *State Anxiety; *Trait Anxiety

A path analytic model of state test anxiety was tested in 169 college students who were enrolled in statistics courses. Variables in the model included gender, mathematics ability, trait test anxiety (trait worry and trait emotionality as separate variables), statistics course anxiety, statistics achievement (scores on midterm examinations), perceived test difficulty, and state test anxiety (state worry and state emotionality) measured at the time the final examination was taking place. Female students reported higher trait test anxiety and statistics course anxiety than did males. Mathematics ability was negatively related to statistics course anxiety and positively related to statistics achievement. Students with low mathematics ability perceived statistics courses as difficult; and their perception, in turn, strongly influences their level of statistics course anxiety. Trait worry had a significant direct effect on state worry, but not on state emotionality, and the same pattern occurred with trait-state emotionality. Trait worry, but not trait emotionality, was positively related to statistics course anxiety. Students reporting high statistics course anxiety perceived the final examination as difficult; however, statistics course anxiety had a significant effect on neither statistics achievement or state test anxiety. Students' perception of statistics course difficulty influenced their perception of test difficulty, which in turn had significant direct effects on both state worry and emotionality. As expected, achievement on statistics midterm examinations had a direct effect on state worry but not state emotionality. (Contains 2 figures, 2 tables, and 42 references.) (Author)

ED 432 600 TM 029 982

Cheng, Maisy; Yau, Maria
Every Secondary Student Survey, 1997: Detailed Findings. No. 230.
PUB DATE- 99
NOTE- 60p.; For the preliminary report, see ED 424 276.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Diversity (Student); Extracurricular Activities; Foreign Countries; Needs Assessment; Parent Participation; Public Schools; Secondary Education; *Secondary School

Eugene G. Johnson, Robert J. Mislevy, and Neal Thomas); (12) "Data Analysis for the Mathematics Assessment" (Frank Jenkins, Hua-Hua Chang, and Edward Kulick); (13) "Data Analysis for the Science Assessment" (John R. Donoghue, Jinming Zhang, Steven P. Isham, Lois H. Worthington, and Ingeborg U. Novatkoski); (14) "Data Analysis for the Long-Term Trend Reading Assessment" (Jo-Lin Liang and Lois H. Worthington); (15) "Data Analysis for the Long-Term Trend Mathematics Assessment" (Jiahe Qian and Norma A. Norris); (16) "Data Analysis for the Long-Term Trend Science Assessment" (Jinming Zhang and Norma A. Norris); (17) "Data Analysis for the Long-Term Trend Writing Assessment" (Eiji Muraki and Bruce A. Kaplan); (18) "Conventions Used in Hypothesis Testing and Reporting NAEP Results" (Spencer S. Swinton, David S. Freund, and Nancy L. Allen); and (19) "Statistical Summary of the 1996 NAEP Samples" (Bruce A. Kaplan). Eleven appendixes contain supplemental information related to statistical analysis. (Contains 176 tables in the text, 106 tables in the appendixes, 26 figures, and 121 references.) (SLD)

ED 432 621 UD 033 035

Myers, David; Schirm, Allen
The Impacts of Upward Bound: Final Report for Phase I of the National Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 183p.; Preliminary pages i-ix, the "Executive Summary," have also been separately published.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Bound Students; College Choice; *College Preparation; Counseling; *Disadvantaged Youth; *High School Students; High Schools; Higher Education; National Programs; Program Effectiveness; Program Evaluation; Student Surveys; Tutoring; Urban Schools; Urban Youth
IDENTIFIERS- *Upward Bound

Upward Bound is a federal program designed to help disadvantaged students prepare to enter and succeed in college. Students typically enter the program in their freshman or sophomore year of high school and can remain in it through the summer following high school graduation. Upward Bound projects provide students with a variety of services, including instruction, tutoring, and counseling. This report presents findings from a national evaluation of Upward Bound that draws on a sample of 67 regular Upward Bound projects. About 1,500 students nationwide were in the study group, and about 1,300 other students formed a control group. Followup surveys of students and their academic records provided information about program effectiveness. Findings show that many students remain in Upward Bound only for a short time, and, in fact, the program has limited impact on students in high school, and no apparent impact on high school graduation. Upward Bound may have some impact on participants' postsecondary education experiences, but, since relatively few of the study group had reached college age, it is too soon to make definitive statements about program impact at the college level. Findings also show that Upward Bound has substantial impact on some groups of students, and not others. Positive effects were more evident for students who initially had low educational expectations and for students with poor performance as they entered the program. (SLD)

*Educational Change; Elementary Secondary Education; Guides; *Teaching Methods; Urban Schools
IDENTIFIERS- *Paideia
With sample lesson plans, student assessment forms and rubrics, and other practical materials, this book shows how the principles of the Paideia Program of educational reform can result in more powerful student learning. The chapters are: (1) "Introducing Paideia"; (2) "Didactic Instruction"; (3) "Academic Coaching"; (4) "The Paideia Seminar"; (5) "Assessment"; (6) "Speaking and Listening in the Classroom"; and (7) "Instructionally Integrated Units." Appendixes discusses seminar instruction, the coached project, and Paideia assessment instruments. (Contains 15 figures and 11 references.) (SLD)

ED 432 643 UD 033 060

Thomson, Pat
Against the Odds: Developing School Programmes That Make a Difference for Students and Families in Communities Placed at Risk. Thinking about Full Service Schools No. 4.
PUB DATE- 99
NOTE- 32p.; First published in "Childrenz Issues" v3 n1 1999. Written for a national Seminar on Children's Wellbeing in School: Safety, Health and Social Issues in Educational Settings (Otago, New Zealand).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Delivery Systems; Disadvantaged Youth; *Equal Education; Foreign Countries; *Holistic Approach; *Integrated Activities
IDENTIFIERS- Australia; *School Based Services
This paper explores how "equity" and "risk" can call into question the ecology of a school. It suggests that failing to follow a holistic approach to a school problem can produce solutions that fail the students the effort was intended to assist. Examining schooling as a process of social production and reproduction leads to examining some of the traps set for educators in the most common risk stories told about students and families. On the basis of that analysis of prevalent ideas about "risk," some principles are established for the development of school-based programs that might make a difference. Some of the school cultural and structure issues associated with these principles are also outlined. These principles center around responding to immediate needs and designing interventions to meet needs rather than to attempt to arrive at "one best answer." Taking a holistic approach that is responsive to stakeholders can result in better coordination of services. (Contains 50 references.) (SLD)

ED 432 644 UD 033 061

Working Together: Integrated School-Linked Services in Saskatchewan. Thinking about Full Service Schools No. 3.
PUB DATE- 98
NOTE- 25p.; The information in this publication is based on three documents from Saskatchewan Education: (1) a policy framework, "Working Together To Address Barriers to Learning"; (2) an implementation guide, "Integrated School-Linked Services for Children and Youth at Risk"; and (3) "Building Communities of Hope: Best Practices for Meeting the Learning Needs of At-Risk

followed by a statement on accountability and funding for statewide goals. (JJL)

ED 432 356 PS 024 056

Attitudes and Opinions from the Nation's High Achieving Teens: 26th Annual Survey of High Achievers.
PUB DATE- 96
NOTE- 259p.; Related Press Release and Fact Sheet are appended. For 25th Annual Survey, see ED 379 541.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Achievement; High School Seniors; *High School Students; High Schools; Leaders; National Surveys; *Student Attitudes; Tables (Data)
IDENTIFIERS- High School Juniors

A national survey of 3,351 high achieving high school students (junior and senior level) was conducted. All students had A or B averages. Topics covered include lifestyles, political beliefs, violence and entertainment, education, cheating, school violence, sexual violence and date rape, peer pressure, popularity, suicide, drugs and alcohol, sexual behavior, quality of life and home, and relationships with parents. The survey questions are part of a database accumulated over 25 years. Highlights of the results included the following: (1) 58% of the students said that it was easy to obtain test answers and questions, 47% and 53% felt that it was easy to obtain drugs and alcohol, respectively, and 19% said that weapons were easily acquired at school; (2) 76% of students admitted they had cheated in school; (3) 37% of students who were sexually active said they would engage in sexual intercourse even if a condom was not available, 44% of sexually active students said they regularly did not use a contraceptive device, and 85% of the sexually active students did not believe that they were at even moderate risk for contracting AIDS; (4) 45% of high achieving males said that they owned or had access to some kind of gun; (5) one-third of students (33%) said their parents knew they had friends at home when they were away, 15% said their parents knew they drank, and one in ten (10%) said their parents knew they cheated in school; and (6) nearly 29% of students knew someone who had allegedly been date-raped, while 11% of female students reported having been sexually assaulted in some manner. (JW)

ED 432 357 PS 026 502

Clevenger, Sydney Stephenson, Ed.
CDF Reports. 1996.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Budgeting; Change Agents; *Change Strategies; *Child Advocacy; Child Health; Child Welfare; *Children; *Federal Legislation; Periodicals; Poverty; *Public Policy; State Legislation; Well Being; *Youth Problems
IDENTIFIERS- Black Community Crusade for Children; Child Watch; Childrens Defense Fund; Social Movements; Welfare Reform

This document consists of the 11 issues of the Children's Defense Fund (CDP) Report published during 1996. Issues discuss

Cook, John T.; Ohri-Vachaspati, Punam; Kelly, Gayle Leitch
Evaluation of a Universally-Free School Breakfast Program Demonstration Project: Central Falls, Rhode Island.
PUB DATE- 96
NOTE- 23p.; For related document, see PS 027 739.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; Community Programs; Demonstration Programs; Elementary Secondary Education; Nutrition; Program Effectiveness; Program Evaluation
IDENTIFIERS- Rhode Island; *School Breakfast Program

In early 1994, Central Falls, Rhode Island's Kids First, a collaborative partnership between the Central Falls School Department and local community leaders, launched a pilot universally-free school breakfast program (UF-SBP) called "Operation Breakfast." One of the goals of Operation Breakfast was to improve SBP participation; school breakfast was made available to all children in the school district free of charge. A "rapid assessment" evaluation was conducted. The evaluation was designed to determine within a short period of time, using limited resources, and with minimum disruption of school activities and routines, how Operation Breakfast affected program participation and children's preparedness for school. Major findings of this evaluation were: (1) UF-SBP leads to significant increases in breakfast program participation; (2) UF-SBP increases participation most among nutritionally vulnerable and impoverished students; (3) UF-SBP led to significantly lower rates of tardiness and absence among participants; (4) fewer children entered their classrooms without having eaten any breakfast; (5) the breakfasts eaten by children who participate in the SBP consist of more nutritious foods and foods that are lower in fat and sugar content than breakfast foods eaten by non-participants; and (6) nutrient intakes of children in Central Falls schools who participate in the SBP are significantly better than the nutrient intakes of children who do not participate in the SBP. (An appendix details the study's methodology.) (EV)

ED 432 376 PS 027 739

Central Falls' Kids First: A Case Study.
PUB DATE- 96
NOTE- 30p.; For related document, see PS 027 738.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; *Child Health; Community Programs; Elementary Secondary Education; *Hunger; Intervention; Low Income Groups; Models; *Nutrition; Nutrition Instruction; *Program Effectiveness
IDENTIFIERS- Child Nutrition Programs

Central Falls' Kids First, a 3-year initiative was designed to eradicate local childhood hunger through the expansion of federal child nutrition programs in Central Falls, a small, densely populated, ethnically diverse and low-income city in northeastern Rhode Island. A strong community partnership was created and included the office of the city's mayor, the superintendent of schools, and representatives from health and social service agencies serving the city. This partnership adopted four goals: (1) School Breakfast expansion; (2) Summer Feeding Program expansion; (3) Women, Infants, and Children Nutrition program expansion; and (4) Nutrition Education. The baseline assessment findings indicated that by the end of the in Argentina, Brazil, and Uruguay and are titled as follows: (1) "Child Legislation in Latin America: Models and Trends"; (2) "Reforms of Child Policies in Latin America: The State, Non-Governmental Organizations and the Judiciary"; (3) "Child Control by Social and Penal Institutions"; and (4) "Child Rights in Brazil: Children and Violence." Contains 72 references. (KB)

ED 432 396 PS 027 787

Forsten, Char; Grant, Jim; Richardson, Irv
The Looping Evaluation Book.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Education; Evaluation Methods; Grouping (Instructional Purposes); Program Effectiveness; Program Evaluation; Program Implementation; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Looping (Teachers)

Looping is an instructional design whereby students progress to the next grade level with the same teacher(s) for two or more years. This book was designed to help teachers and administrators explore, implement, and evaluate looping programs. The book is divided into four parts. Part 1, "Exploring Looping Configurations," identifies the primary components of looping, the reasons for its implementation, and the kinds of instructional practices commonly associated with it. Part 2, "Implementing Looping Configurations," provides guidelines for steps to consider when planning instruction. Part 3, "Evaluating Looping Configurations," presents tips for establishing an evaluation process for a looping instructional design and clarifies which elements need evaluation and how results should be shared, used, and reported. Part 4, "Support Pages," directs readers to specific resources for obtaining additional information regarding specific topics concerning the looping classroom and includes reproducible forms and sample surveys, letters, questionnaires, and charts. (KB)

ED 432 397 PS 027 790

Weitzel, S.; Shockley, C.; Goltry, K.
Florida's Children at a Glance: The 1998 Statewide and County Update.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Enrollment; High School Graduates; Incidence; Mortality Rate; Poverty; Prenatal Care; Preschool Education; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; Violence; *Well Being;

Landis, Suzanne; Plaut, Thomas; Trevor, June; Futch, Judy
Building a Healthier Tomorrow: A Manual for Rural Coalition Building.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Cooperation; *Community Health Services; Community Involvement; Community Needs; Community Organizations; *Community Planning; Cooperative Programs; Human Services; *Needs Assessment; Participative Decision Making; Philanthropic Foundations; Power Structure; Resource Materials; *Rural Areas
IDENTIFIERS- *Coalitions; Community Empowerment; *Networking; North Carolina (Madison County)

This manual is a how-to-do-it guide to building coalitions of health and human service agencies, organizations, businesses, churches, and other community-based groups for collaborative research, planning, and action to improve resident health and quality of life. Most of the information provided was discovered and developed during the 4-year life of the Madison Community Health Project, a community-based health initiative in Madison County, North Carolina, based on a model developed in South Africa in the 1940s. The manual includes six sections: 1) the nature, creation, and maintenance of coalitions; 2) tools for assessing community needs and evaluating program effectiveness (research methods, including surveys, interviews, and focus groups); 3) tools for building consensus and effective decision making, two panel discussions about local culture, power structures and promoting community empowerment while including the powerful, and facilitating and managing meetings; 4) guidelines for talking to potential funding sources; 5) a case study of the Madison Community Health Project; and 6) a bibliography containing 97 references. Appendices include a sample membership survey; a list of 78 grantmaking foundations with areas of interest, geographical and other restrictions, average award, and contact information; additional sources of funding information; and 17 2-page coalition-building tip sheets. (TD)

ED 432 416 RC 020 968

Leo-Nyquist, David; Theobald, Paul
Toward a Pedagogy of Place: Finding Common Ground for Rural Researchers, Teacher Educators, and Practitioners. Roundtable Notes.
PUB DATE- 97
NOTE- 6p.; Presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Information Technology; Models; *Rural Education; Rural Schools; *School Community Relationship; Small Schools; Teacher Education; *Teacher Role

hegemonic and counter-hegemonic discourse but nevertheless fostered critical thinking. Numerous examples of discourse and classroom practices are given in appendices and throughout the text. (Contains references in each chapter and an index.) (SV)

ED 432 432 RC 022 043

Romo, Harriett D.
Reaching Out: Best Practices for Educating Mexican-Origin Children and Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Bilingual Education; Cultural Awareness; Cultural Differences; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Females; Hispanic American Culture; *Immigrants; *Mexican American Education; *Mexican Americans; Parent Participation; Parent School Relationship; Politics of Education; Preschool Education

School systems in the United States are not serving Latino students well, especially those from low-income families. This book examines difficulties encountered by Mexican-origin students--one of the fastest growing minority groups--and describes why some schools fall short and how others have improved student outcomes. The focus throughout the book is on positive changes that school staff, families, community, and students can make. Each chapter uses a different lens--culture, language, gender, family and community, and social and political context--to examine issues and challenges affecting first- and second-generation Mexican American children. Chapters are: (1) The Mexican American Student Population: Growth and Diversity (demography, immigration, academic achievement, innovative programs); (2) Cultural Perspectives on Learning (cultural influences on classroom organization and achievement, child rearing, parent education programs); (3) Language, Literacy, and Creating Bridges to Success (the bilingual education controversy, learning English, maintaining Spanish, special needs of migrant students); (4) Gender Issues in Mexican American Schooling (sex role attitudes, teen pregnancy, school factors, peers); (5) Creating Family-School Partnerships (family poverty, parent-school relationship, parent involvement, community outreach, successful programs); and (6) Political, Social, and Pedagogical Issues Impacting Early Childhood Education and Public Schools (immigration and education policy, politics of early childhood education, teacher training, intergroup relations). Chapter 7 describes organizations and programs that provide resources and services. Contains over 300 references, chapter notes, and an index. (SV)

ED 432 433 RC 022 044

Tribal Consultation, May 1999.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

McCann, Wendy Sherman
A Science Fair Companion. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Parent Participation; *Resource Materials; Science Education; *Science Experiments; *Science Fairs; Science Process Skills; *Science Projects; Scientific Concepts
IDENTIFIERS- ERIC Digests

This digest comments on various aspects of school science fairs. General expectations for science fair projects and participants are discussed, and tips for choosing a topic and completing a project are given. Organizational strategies for teachers charged with conducting science fairs are presented. Guidelines for parents in helping children with science fair projects are considered. (WRM)

ED 432 456 SE 062 508

Lorson, Mark
Science in the Home School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ferences and data tables.) (SV)
(SV)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; *Instructional Materials; Parents as Teachers; *Reference Materials; *Resource Materials; Science Activities; *Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Teaching Methods; World Wide Web
IDENTIFIERS- ERIC Digests; National Science Education Standards

This digest addresses the needs of homeschooling parents teaching science. National and state science standards documents are recommended for deciding what students need to know and should be able to do at different age levels. Sources of science lessons and activities are provided. Science reference materials such as books, magazines, and instructional television programs are recommended. Consideration is also given to the use of public libraries, parks and museums, and Internet resources as science content references. Enrollment in occasional public school science courses or distance learning opportunities are considered as possible resources for homeschooled children. A list of Internet resources for science teaching is included. (WRM)

ED 432 457 SE 062 515

Armstrong, Harley; Barna, Carl; Brook, Richard; O'Neill, Mike; Tisdale, Mary
Set in Stone.
PUB DATE- 97
NOTE- 9p.; Larger wall poster, "Portals to the Past: Profiles in Paleontology," bound into original copies, but not included in

DESCRIPTORS- Elementary Secondary Education; Heritage Education; Interdisciplinary Approach; *Local History; *Primary Sources; Resource Materials; Social Studies; *State History
IDENTIFIERS- *New York

The purpose of this book is to create a synergy between records custodians and educators that will make historical records an important part of every New York state student's education. The book's first three sections explain basic information about historical records: what they are, how they can be found, how educators and records custodians can work together, and how records can be used in the classroom. The fourth section of the book contains reproductions of historical records from around New York state accompanied by lesson plans and worksheets for elementary and secondary grade levels. To reinforce the fact that historical records abound, these examples have been drawn from a variety of places: local, state, and federal governments; libraries; schools; archives; historical societies, and businesses. This teaching guide is intended to encourage the use of primary source documents as educational resources when teaching K-12 children of New York state about state and local issues. (MM)

ED 432 482 SO 029 368

Wei, Deborah, Ed.; Kamel, Rachael, Ed.
Resistance in Paradise: Rethinking 100 Years of U.S. Involvement in the Caribbean and the Pacific.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Studies; Foreign Countries; *Imperialism; Interdisciplinary Approach; International Relations; Latin Americans; *Minority Groups; Pacific Americans; *Political Attitudes; Political Power; Primary Sources; Resource Materials; Secondary Education; Self Determination; Social Studies; *United States History
IDENTIFIERS- Caribbean History; *Caribbean Islands; Foreign Intervention; *Pacific Islands; Spanish American War

This teaching resource presents multiple perspectives of U.S. history by introducing the voices of peoples who may feel disconnected from the American Dream. Secondary level students are encouraged to understand how the vision of history is shaped according to who is looking and who is being seen. Organized in seven chapters, the document opens with an introductory chapter examining the events and aftermath of the 1898 Spanish American War and U.S. intervention in Guam, Puerto Rico, Hawai'i, American Samoa, the Philippines, and Cuba. Subsequent chapters present brief historical overviews of each of the countries that came under U.S. rule at that time. For each chapter, lessons, suggested learning activities, and student handouts of readings are provided. The readings include primary source materials from newspaper articles and political cartoons, historical documents, and personal testimonies. A broad range of fictional and non-fictional contemporary pieces are provided. The materials and activities are appropriate for interdisciplinary use in history, social studies, or English courses and include role plays, debates, writing exercises, classroom discussions, and the creation of stories, poems, and cartoons. A glossary, list of historical and geographic names,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Democracy; *Democratic Values; *International Cooperation; *International Education; International Programs; Political Attitudes; Political Science; Secondary Education; Social Studies
IDENTIFIERS- *CIVITAS

Standards for teaching, learning, and assessing civics or democratic citizenship should emphasize two centrally important concepts: (1) constitutionalism; and (2) human rights. If students in schools and citizens in the polity fail to know, value, and act in terms of these concepts, then their prospects for building and maintaining liberal democracy are poor. An important gauge of curricular frameworks, content standards, instructional materials, and pedagogical practices considers whether these concepts are amply and effectively addressed in the curriculum and classroom. Effectiveness in teaching these core concepts is enhanced by collaboration and partnerships between liberal democracies and by international partnerships in civic education such as those initiated by CIVITAS (an international civic education exchange program). (MM)

ED 432 505 SO 030 924

Inoue, Yukiko
A Report on the Undergraduate Women of Greater Guam and Micronesia: Their Status Aspirations and Gender Awareness.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aspiration; Females; *Goal Orientation; Higher Education; *Quality of Life; Social Values; Student Characteristics; Undergraduate Students; Womens Education; *Womens Studies
IDENTIFIERS- *Chamorros; *Guam

This document reports on a study to determine Guamanian women's identification of their social status and gender awareness. Participants of the study were 350 randomly selected undergraduate women who responded to questionnaires. A statistical profile of the Guamanian undergraduate women was derived as follows: (1) is a traditional aged student; (2) tends to specialize in either business or education; (3) was born and raised on Guam; (4) is not married but is likely to become a single mother; (5) is career-oriented; (6) speaks English fluently; (7) has parents whose educational levels are relatively similar; (8) tends to perceive that no sex discrimination is made in workplaces; (9) aspires to have education, become financially independent, and to achieve job satisfaction; and (10) is comfortable with her sexuality and happy most of the time. Recommendations for further study, references, and sample questionnaires are provided. (MM)

ED 432 506 SO 030 925

Hartley, Adel; Visser, Mariette; Sheppard, Charles
The Condition of Primary and Secondary Education in the North West Province (1995/1996).
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

ED 432 523 SO 030 995

Tunks, Jeanne L.
You Say Potato, I Say Potato: Implementation Strategies Used by Teachers.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Research; *Integrated Curriculum; Interdisciplinary Approach; Middle School Students; Middle Schools; Music Education; *Opera; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Curriculum Implementation; Dallas Independent School District TX; Teaching Research; Texas (Dallas)

A study examined teachers' strategic use of a recommended curriculum through the lenses of the three perspectives of fidelity, mutual adaptability, and enactment. The recommended curriculum under consideration was an integrated curriculum developed to prepare middle school students to attend a performance of the opera "Turandot." For 40 years, the Dallas (Texas) Opera has brought 13,000 students annually to live performances of traditional operas. In 1993 the Dallas Opera embraced the National Education Goals and changed its approach to creating instructional materials. The paradigm shift from music orientation to multi-disciplinary materials placed both the opera education department and the teachers using the curriculum in a position of change management. The new materials were roundly criticized by teachers at first, but after staff development, following the fourth implementation of opera curriculum (for "Turandot"), the study was conducted to determine the level of implementation of the materials. Teachers of all teaching areas responded to a survey. A brief summary of teachers' written responses indicated that the materials met with satisfaction from the teachers. The curriculum's design recommends implementation by a team of discipline-based teachers. Results align with current curriculum implementation perspectives. Most teachers elected to use an adapted approach to the curriculum, several applied fidelity principles, and even fewer created new approaches through an enactment procedure. Contains 7 tables of data and 24 references. (BT)

ED 432 524 SO 030 996

Mistrik, Erich; Haapanen, Satu; Heikkinen, Hannu; Jazudek, Roman; Ondruskova, Natasa; Rasanen, Rauni
Kultura a multikulturna vychova = Culture and Multicultural Education.
PUB DATE- 99
NOTE- 341p.; Publication was sponsored by Jan Hus Educational Foundation.
LANGUAGE- English; Slovak
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

associated with teachers' career path transitions. A parallel Data Analysis Report from the University of Pennsylvania's Center for Research and Evaluation in Social Policy provides similar data on trends and predictors of teacher turnover. Data from the SASS indicate whether entering teachers had previous teaching experience and whether they were fully certified in the main teaching assignment into which they were hired. Data on demographics, qualifications, teaching assignment, and working conditions also come from the SASS. The report summarizes study findings. Descriptive tables comprise the bulk of the report. An appendix presents data sources, the teacher sample, and data analysis procedures. (Contains 12 references.) (SM)

ED 432 543 SP 038 659

Fabiano, Lara
Measuring Teacher Qualifications. Working Paper Series.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Knowledge Base for Teaching; *Pedagogical Content Knowledge; Teacher Certification; *Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *Teacher Knowledge

This paper identifies existing and potential measures of teacher qualifications as a single aspect of teacher quality, emphasizing their underlying rationale, ways to use them, and availability and quality of data collected from various sources. It categorizes types of teacher qualification measures, discusses data sources, and notes availability and quality of data collected from these sources. The paper groups measures of teacher qualifications into four categories: ability or aptitude, content knowledge, pedagogic knowledge, and teaching credentials. The two principal data sources are self-reports on questionnaires like the Schools and Staffing Survey (SASS) and teachers' academic and test-score records maintained by colleges/universities, the Educational Testing Service, and the American College Testing Company. The review suggests that most data collected on teacher qualifications are general information with response rates similar to other non-sensitive items. Collecting highly specific, sensitive, or difficult to recall information has been done less often, with response rates substantially lower than average. The SASS and the Baccalaureate and Beyond study collect the most information on the broadest range of teacher qualification measures. Teachers' academic records provide the most complete picture of teacher qualifications, but access to these records has legal and financial considerations. An appendix presents tables showing teacher qualification measures, data collection surveys, and sources. (Contains 15 references.) (SM)

ED 432 544 SP 038 660

Martin, Nancy K.; Shoho, Alan R.
Beliefs Regarding Classroom Management Style: Differences between Traditional and Alternative Certification Teachers.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Effective Professional Development." Chapter 2 discusses "A Framework for Effective Professional Development" (trust, time, and recognition). Chapter 3 offers "An Action Plan for Effective Professional Development." The action plan involves identifying the school's improvement needs and priorities; establishing a reservoir of resources; establishing school improvement teams; providing initial support for school improvement teams; operating school improvement teams; maintaining communication and meaningful accountability; and establishing new priorities. Chapter 4 focuses on "Rethinking the Role of Central School District Actors: School Boards, Administrators, and Unions" (policy, funding, and assistance). (Contains 27 references.) (SM)

ED 432 563 SP 038 686

Crotty, Teri; O'Keefe, Russell
Evaluating Self-Assessment as a Means of Professional Development.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Graduate Students; Graduate Study; Higher Education; Inservice Teacher Education; *Portfolio Assessment; *Preservice Teacher Education; *Self Evaluation (Individuals); Teacher Improvement

This study examined the use of self-assessment in teacher education. Students in a graduate educational psychology course (all of whom were teachers or counselors) documented and presented a self-assessment portfolio of their learning experiences. They were instructed to be as creative as possible. The presentations of their self-assessment portfolios were videotaped and later analyzed to design a method for providing more explicit, consistent, objective, and evaluative feedback. Two graduate assistants viewed the videotapes and generated a list of behaviors that fit into a given definition of self-assessment. They used the resulting list of behaviors to create a self-assessment evaluation tool. The videotapes were reviewed independently, and each portfolio presentation was scored by the two graduate assistants and the course professor. The group shared their independent scoring and made adaptations to the behavior list. What resulted after the third viewing of the tapes and adapting of the behavior list was a rubric with five ratings: displays ongoing reflective thought, applies what has been learned, seeks feedback from various sources, takes control of learning, and student gains confidence. The paper concludes with recommendations that emerged after analyzing the videotapes. Many of the recommendations came from the graduate students as they described the process of compiling their portfolios. (Contains 10 references.) (SM)

ED 432 564 SP 038 687

Raleigh, June
A Constructivist Technique Which Improves Reading Comprehension.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Constructivism (Learning); Grade 7; Grade 9; Junior High Schools; *Prewriting; *Reading

courses in Japan to explore the effects of CSILE on learning with a Japanese student population. The study examines the frameworks of discourse in learning communities with and without instructional scaffolding to determine the additional support novices might need as they used CSILE. Participants were groups of 30 and 24 Japanese undergraduates. Students used WebCSILE as a tool in collaborative discourse, and its use appeared to expand their communication and collaboration. However, providing scaffolding seemed to students to be supplying tasks that they had to complete by specific dates. Instructional interventions were thus transformed into simple tasks. Some suggestions are made for improved use of CSILE in the Japanese context. (Contains 2 tables, 6 figures, and 20 references.) (SLD)

ED 432 582 TM 029 938

Kelchtermans, Geert
Narrative-Biographical Research on Teachers' Professional Development: Exemplifying a Methodological Research Procedure.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Biographies; Elementary Education; *Faculty Development; Foreign Countries; *Personal Narratives; *Research Methodology; Self Evaluation (Individuals); *Teachers
IDENTIFIERS- Belgium; Flemish People

The professional development of teachers, conceived of as the qualitative changes in teachers' professional behavior throughout their career, was studied through a procedure called "stimulated autobiographical self-thematization." Ten primary school teachers from Flemish Belgian schools were asked to reflect on their careers so as to construct professional biographies. From these biographies, each teacher's personal interpretive framework was constructed. The procedure, which was developed through pilot tests, called for teachers to be stimulated to thematize their own experiences. The study illustrates a number of issues in narrative-biographical research, including the relationship between the researcher and the subject. Findings suggest that narrative inquiry is appropriate for educational research, allowing an in-depth understanding of teacher learning and development. (Contains 1 figure and 54 references.) (SLD)

ED 432 583 TM 029 939

Ediger, Marlow
Portfolios: Will They Endure?
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Elementary Secondary Education; Language Arts; *Portfolio Assessment; Standardized Tests; Test Construction; *Test Results; Test Use

The use of portfolios is a rather recent innovation in teaching the language arts. A characteristic of the portfolio process is

Students; Socioeconomic Status; Student Attitudes; *Student Characteristics; Student Surveys; Tables (Data); Urban Schools
IDENTIFIERS- *Toronto Public Schools ON

This report examines the experiences of secondary school students in the former City of Toronto inside and outside of school using data from the 1997 Every Secondary Student Survey. Student experiences are looked at within the context of their demographic backgrounds. In 1997, almost half the students were nonnative speakers of English, representing over 70 different language groups. Visible minorities made up over half of the secondary school students, and most had lived in their home countries before coming to Canada. These minority students were more likely to be from lower socioeconomic backgrounds. Fewer than two-thirds of the students lived with both parents. Four main themes emerge from the survey findings: (1) the public school system serves an increasingly diverse population; (2) students from different backgrounds have different kinds and levels of needs; (3) the public school system has made a difference in narrowing the opportunity gap for students of diverse backgrounds; and (4) there are areas that need further attention by the school system and communities to enable all students to reach high levels of achievement. Four appendixes summarize findings by cultural group, racial group, gender, and parents' occupation. (Contains 1 table, 19 figures, and 7 references.) (SLD)

ED 432 601 TM 029 983

Nichols, Joe D.
An Exploration of Discipline and Suspension Data.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Discipline; Elementary Secondary Education; Low Income Groups; *Minority Groups; *Suspension; Urban Schools

This project serves as a followup to an earlier report (J. Nichols, W. Ludwin, and P. Iadicola, in press) in which the student discipline and suspension data for a large urban school corporation in the Midwest were explored. In the earlier project, flawed data collection procedures by the school corporation made analysis of the data tentative and problematic. As a result, new data collection procedures were implemented the following year. This project explores the "following year" data and expands the analysis to include data from 6 high schools, 11 middle schools, and 35 elementary schools. Analysis of the student discipline data is presented with a discussion centering around overrepresentation of minority and low-income students within the data. In addition, this project includes a discipline consequence and zone analysis of behavioral occurrences. Implications for future research are also discussed. (Contains 11 tables and 32 references.) (Author/SLD)

ED 432 602 TM 029 984

Hong, Eunsook; Lee, Kit-hung
Preferred Homework Style and Homework Environment in High- versus Low-Achieving Chinese Students.

ED 432 622 UD 033 037

Jackson, Lisa R.
"Doing" School: Examining the Role of Ethnic Identity and School Engagement in Academic Performance and Goal Attainment.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Black Students; Grade 9; *High School Students; High Schools; *Identification (Psychology); Public Schools; Racial Identification; Self Concept; Stereotypes; *Student Educational Objectives; Urban Schools
IDENTIFIERS- *African Americans; *Student Engagement

The relationships among identity, school engagement, and goal attainment for African American adolescents in urban public high schools were studied with 63 ninth graders. In bi-weekly workshops, information was obtained about student dreams and goals, self-concepts, and knowledge of what they needed to do to attain their goals. To explore engagement strategies, students were asked to respond to scenarios about students with school problems. Some preliminary conclusions have been drawn from this ongoing study. Race and ethnicity were not concepts that students generally situated inside themselves, but were considered issues that created problems or only mattered because other people made them matter. Students distinguished themselves from stereotypes, and clearly recognized that they had to traverse two worlds, a white world and the black society in which they lived. Students perceived race to be a problem of other people that then interfered with chances in their own lives. They believed that they were working hard, but often did not understand the paths they needed to take to reach their goals. (Contains 16 references.) (SLD)

ED 432 623 UD 033 038

Goyette, Kimberly
Application to College: A Comparison of Asian American and White High School Students.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *College Applicants; *College Bound Students; College Choice; Comparative Analysis; Ethnic Groups; *High School Students; High Schools; Higher Education; Immigrants; Socioeconomic Status; *Whites
IDENTIFIERS- National Education Longitudinal Study 1988

This paper explores an important component of the high college enrollment of Asian American students: application to college while in high school. Using data from the 1988-1992 waves of the National Educational Longitudinal Study (NELS), rates of application to college are compared for Asian Americans and Whites and various Asian American ethnic groups. Using logistic and negative binomial regression models, the study examines

and Indian and Metis Students."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Disadvantaged Youth; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; *Integrated Activities; *Program Development; Program Implementation; Public Schools
IDENTIFIERS- Australia; Mixed Race Persons; *Saskatchewan; *School Based Services

This discussion of the experiences of Saskatchewan (Canada) Education in developing integrated school-linked services should be a valuable resource for anyone planning or implementing a full service school program. Information derived from the Saskatchewan schools shows that each full service program is unique, characterized by specific local circumstances and needs. These programs work best as collaborative ventures between the school community and the various service providers operating in the wider community. In the Canadian context, a great deal of attention has been paid to the needs of indigenous Indian and Metis peoples. In Saskatchewan, the school-linked services model applied a standard format for the planning of local programs, but the programs then developed based on specific local needs. The leading role of the planning team is shaped in part by the choices of groups and agencies as partners in program development and implementation. In some respects the Saskatchewan model reflects the "top-down" nature of its development, especially in the emphasis on suggested goals in educational outcomes and the inclusion of the goal of enhanced community confidence in the use of tax dollars. Many goals, however, are set more broadly than education itself. These include increased self-esteem for students and a reduction in substance abuse. Some specific information is provided for planning and implementation of school-linked services programs, and implications for the Australian experience are outlined. (SLD)

ED 432 645 UD 033 062

Kirner, Joan; Mukherjee, Dev; Semmens, Robert; Stokes, Helen
Three Perspectives on Schools, Communities and Citizenship. Thinking about Full Service Schools No. 1.
PUB DATE- 98
NOTE- 34p.; The article by Robert Semmens and Helen Stokes was first published in "Melbourne Studies in Education" v38 n2 Nov 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Community Development; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Foreign Countries; Integrated Activities; *Social Change
IDENTIFIERS- Australia; *School Based Services

This collection includes three perspectives on "full service schools" and "school linked services." The first paper, "Schools and Social Change" by (Joan Kirner), highlights the role of Full Service Schools in Australia in recreating a sense of community in the face of global change and global decisions. This paper outlines the prerequisites for educational change. The second paper, "Linking Services, School Reform, and concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular sections in each issue are the editorial column "A Voice for Children," a status report on federal legislation related to children, descriptions of Children's Defense Fund activities, media tips, field strategies, and summaries of relevant research and reports. Topics covered in major articles include the following: (1) a special report on child care, including discussion of welfare block grants, states' protections of children in child care, and the Child and Adult Care Food Program (CACFP) (December 1995); (2) federal budget information; key facts about children--related to poverty, child care, mortality, prenatal care, health insurance, education, and abuse and neglect; a child advocacy calendar, myths and realities related to children and their problems; priorities for children; and nonprofit organization activities (January 1996); (3) 1995 congressional voting record, and State of America's Children Yearbook (February 1996); (4) the Stand for Children initiative, National Governors' Association proposals, and the Quantum Opportunity Program (March 1996); (5) gun violence, and the Stand for Children initiative (April 1996); (6) immunization rates, Children's Sabbaths, and federal appropriations and poverty guidelines (May, 1996); (7) the Stand for Children initiative, and welfare reform (June/July 1996); (8) "predator" bills, and an election year guide (August 1996); (9) welfare reform, and state advocacy (September 1996); (10) welfare reform--including helping states plan reforms, legal immigrant children, and monitoring effects of the new law (October 1996); and (11) yearly review of Congressional action, self-sufficiency and violence, 1997 appropriations for selected children's programs, and statistics showing improvements in child poverty, infant health, and teen birth rate (November 1996). (KB)

ED 432 358   PS 027 141

Access to Comprehensive School-Based Health Services for Children and Youth, 1995-1998.
PUB DATE- 98
NOTE- 58p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); *Adolescents; *Child Health; *Children; *Comprehensive School Health Education; Models; Newsletters; Public Relations; *School Health Services
IDENTIFIERS- *School Based Health Clinics; School Based Services

This document consists of 11 consecutive issues of the newsletter "Access," published across a four-year period. "Access" presents information on public policy and research of interest to school-based health programs (SBHC) for children and youth. The major topics covered by the newsletters are as follows: (1) a conference, "Breaking New Ground," in Washington, DC to establish a national movement to support improved health services for children through school-based health care (Summer 1995); (2) states broker relationships between school-based centers and managed care plans (Fall 1995); (3) promoting team work among health center staff, national centers funded to support school mental health programs (Winter/Spring 1996); (4) Louisiana's school-based health centers, report on the conferences of the National Assembly on School-Based Health Care (Summer 1996); (5) growth of school-based health centers, hospital sponsored SBHCs, the Making the Grade Web Site (Fall 1996); (6) evaluation of SBHCs, teens' use of SBHCs and health project, the initiative had successfully achieved all of its goals through the implementation of many innovative programs. There was broader participation in child nutrition programs throughout the community, and new and stronger support for these programs from community and school leaders and growing support from parents. There were also more requests from community and school groups to discuss the importance of nutrition and the role of child nutrition programs in the community. Keys to the success of the initiative included the attention and commitment of the steering committee and project staff, creative program design and outreach, and the ability to get sustained media coverage. (Nine appendices include a list of the initiative's major accomplishments, focus group and survey findings, and descriptions of program components.) (KB)

ED 432 377 PS 027 740

Exploring Healthy Eating: Activities for Parents and Children Together.
SPONS. AGENCY- Hasbro Children's Foundation, New York, NY.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; Cooking Instruction; *Eating Habits; Food; *Foods Instruction; Health Promotion; Infants; *Nutrition; *Nutrition Instruction; Parent Materials; Parents as Teachers; Recipes (Food); Toddlers

This collection of learning units introduces parents to the role of nutrition in their young child's cognitive development. Designed to be easy to read and useful for families with limited resources, the materials help parents teach their young children good eating habits by offering information, feeding tips, creative activities for parents and children to do together, and recipes. Each unit is self-contained; examples of unit titles include "Feeding Your Baby," "Feeding Your Toddler," "Food and Learning," and "Healthy and Tasty Meals for Less." The collection covers: (1) keeping children's minds on learning; (2) making meal times pleasant and a time for learning; (3) planning child-appealing snacks and meals on a budget; (4) shopping wisely (with or without children); (5) preparing food with young children; and (6) feeding babies and toddlers the foods they need to grow and stay healthy. (EV)

ED 432 378 PS 027 743

Child Care Bulletin, 1998.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 26p.; For 1997 issues, see ED 417 040.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agencies; *Day Care; Early Childhood Education; Family Day Care; Federal Government; *Federal Programs; Government Role; Infant Care; *Public Policy; School Age Day Care; *State Programs
IDENTIFIERS- Resource and Referral Service

These two issues address topics related to state and federal

Youth Problems
IDENTIFIERS- *Florida; *Indicators

This Kids Count report examines statewide and county level trends in the well-being of Florida's children. Demographic information is presented along with a statistical portrait for the state and for each county based on indicators related to: (1) birth, including births to unwed mothers, births to teenage mothers, births receiving early prenatal care, low birthweight births, and infant mortality rate; (2) education, including graduation rate, student disciplinary actions, and percent all passing statewide mathematics and communications examination; (3) child well-being, including child deaths, teen violent death rate, dissolutions of marriage with children affected, and child abuse and neglect reports; (4) youth and the law, including delinquency cases received and juvenile detentions. The bulk of the report presents state and county level data on demographic information and the indicators for 1996-97. Thirteen appendices list state- and countywide data, with some indicators listed by race or age categories. The report concludes with information on terminology and data sources. (KB)

ED 432 398 PS 027 802

Profiles of Public-Private Partnerships for Child Care. The Child Care Partnership Project.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 78p.; For other Child Care Partnership Project reports, see PS 027 803-805.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Elementary Education; *Partnerships in Education; Preschool Education; Program Descriptions; Resource Materials
IDENTIFIERS- Child Care Partnership Project; *Public Private Partnership Programs

The profiles of programs collected in this report were developed as part of the Child Care Partnership Project, a multi-year technical assistance effort. The Partnership Project provides a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. Profiles are provided on the following public-private partnerships: (1) 1199/Employer Child Care Fund; (2) Babyland Family Services, Inc.; (3) Child Care 2000 Campaign; (4) The Child Care Executive Partnership; (5) Coastal Enterprises Child Care Development Project; (6) ConAgra-Paul's Place; (7) Down East Partnership for Children; (8) Early Childhood Professional Development Project; (9) Employers' Child Care Alliance; (10) Georgia Voluntary Prekindergarten Program; (11) Indiana Child Care Symposium Initiative; (12) Michigan Child Care Futures Project; (13) MOST; (14) New York City Beacons Initiative; (15) North Carolina Partnership for Children (Smart Start); (16) North Dakota Infant/Toddler Enrichment Program; (17) One Small Step; (18) Oregon's Child: Everyone's Business: (19) PlusTime New Hampshire; (20) Ready To Succeed Colorado Partnership; (21) San Francisco Child Care Facilities Fund; (22) Success By TM 6 Boston, United Way of Massachusetts Bay; (23) T.E.A.C.H. Early Childhood TM Project; and (24) Texas Employer Coalition Initiatives. Each profile provides a brief description of the program and discusses partners, history and development, IDENTIFIERS- Environmental Awareness; *Place Based Education; *Sense of Place

There is an evolving paradigm shift in the field of rural education away from emulating urban schools and toward a pedagogy of place. This shift is influenced by the following trends: 1) the rediscovery of the unique features of rural and small schools as strengths to be nurtured, not problems to be solved; 2) the recognition that centralized, large-scale organizational models resulting from a century of global industrial expansion and resource extraction have been inappropriate for rural contexts, and the environmental sensitivity and new appreciation for rural places that has grown in response to these often destructive models; 3) the acknowledgment of the role of teachers as gatekeepers of change within classrooms, the centrality of rural schools within their communities, and the many distinctive features of revitalized rural schools as essential elements of educational reform; 4) the redesign of teacher education to prepare teachers for restructured rural schools; 5) the connection of the classroom with the community through service learning and environmental education programs based on study and stewardship of local ecosystems; 6) the use of new information technologies for developing teacher networks that combat rural teacher isolation; 7) increased efforts to raise levels of sensitivity and tolerance among rural students toward racial, ethnic, cultural, and religious diversity; 8) the use of rural films and literature as source materials for a rural curriculum; and 9) rural teachers as producers of curricula that are appropriate to their needs and contexts. (TD)

ED 432 417 RC 021 672

Neves, Jorge A.; Haller, Archibald O.; Fernandes, Danielle C.
Human Capital, Social Classes, and the Earnings Determination Process in Brazilian Agriculture.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Portland, OR, August 5-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Personnel; *Agriculture; Educational Attainment; Foreign Countries; *Human Capital; *Income; Modernization; Ownership; Social Class; Tables (Data); Work Experience
IDENTIFIERS- *Brazil; Return on Investment

This paper examines the process of earnings determination in the agricultural sector of Brazil. Among the main causal factors analyzed are human capital (education and work experience), labor market segmentation, gender, social class position, level of development/modernization, and concentration of land ownership. Data on individuals employed in the agricultural sector (including livestock production) were drawn from Brazilian National Household Sample Surveys for 1973, 1982, and 1988. Contrary to previous reports, the impacts of both schooling and work experience on the earnings of the farm labor force were found to be positive and very large. Level of development or modernization did not affect the relationship between human capital and earnings. However, structural variables such as agricultural modernization and social class did have direct and independent effects on earnings. Up until 1982, the positive effect of agricultural modernization on

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Community Colleges; Early Childhood Education; *Educational Facilities Improvement; Elementary Secondary Education; Family Literacy; Federal Aid; *Federal Indian Relationship; Grants; *Grantsmanship; Higher Education; *Tribally Controlled Education
IDENTIFIERS- Application Forms; *Bureau of Indian Affairs; Bureau of Indian Affairs Schools; *Family and Child Education Program

Federal legislation requires that the Bureau of Indian Affairs (BIA) facilitate American Indian control of Indian affairs in all matters related to education. Accordingly, the BIA schedules annual consultation meetings in which tribes, parents, schools, and other interested parties can discuss educational issues and current BIA proposals. This consultation booklet provides background information on four items discussed at regional meetings in May 1999. An introduction discusses legislative authority for consultation; lists dates, locations, and local contacts for 13 regional meetings; and outlines formats for meetings and for submitting written comments. Item 1 concerns tribal application for construction of replacement educational facilities. The BIA developed a streamlined application and instructions and specific criteria for ranking applications on the basis of need. An alternative funding scheme for facilities construction is also described, involving long-term financial partnerships with the federal government. BIA sources of technical assistance are listed. Item 2 is open for discussion of any topic, but suggested topics are the reauthorization of the Elementary and Secondary Education Act and how to obtain an appropriate tribal governing body for BIA off-reservation boarding schools that wish to convert to tribal-school status. Item 3 discusses possible expansion of the Family and Child Education Programs to include all BIA-funded schools. Item 4 concerns the revision of regulations, by writing them in "plain English," relating to grants to tribally controlled community colleges and Navajo Community College. (SV)

ED 432 434 RC 022 052

Erni, Christian, Ed.
The Indigenous World, 1998-99 = El Mundo Indigena, 1998-99.
PUB DATE- 99
NOTE- 795p.; Photographs and maps may not reproduce adequately. For the 1997-98 publication, see ED 425 877.
LANGUAGE- English; Spanish
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Alaska Natives; American Indians; *Civil Liberties; Colonialism; Economic Development; Educational Needs; Ethnic Discrimination; *Females; Foreign Countries; *Indigenous Populations; Land Use; *Natural Resources; Organizations (Groups); Politics; *Self Determination
IDENTIFIERS- *Land Rights; United Nations; Womens Organizations

This annual publication examines political, legal, social, and educational issues concerning indigenous peoples around the world in 1998-99. Part I highlights news events and ongoing situations in specific countries. In North America, these include court decisions on the legal status of Alaska Native tribal governments, indigenous subsistence rights and whaling by the Inuit of Nunavut and the Makah of Washington, political developments in Nunavut and the remaining Northwest Territories, and conflicts over Native land rights in the

ERIC's filmed copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Class Activities; *Dinosaurs; Elementary Secondary Education; *Hands on Science; Integrated Activities; Learning Activities; *Paleontology; *Science Instruction

This document provides teachers and students with the opportunity to learn about the "Bone Wars" of the frontier West, the smartest dinosaur, current hot topics in paleontology research, and how to bring the study of fossils to life with hands-on activities for both the classroom and outdoors. Includes a list of teaching resources. Contains 19 references. (CCM)

ED 432 458 SE 062 535

Ludlow, Larry H.
Student Drawings as Course Evaluations: What They See in Statistics.
PUB DATE- 99
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; College Students; Cooperative Learning; *Course Evaluation; *Freehand Drawing; Higher Education; Mathematics Education; *Statistics

This paper presents students' drawings of a classroom experience in a statistics course. The drawings offer proof of ways in which teaching practice was effective and also provide an opportunity to understand how students perceive their peers. Included with the drawing exercises were instructions to describe scenes and offer insights into what the drawings have to offer by way of course evaluation information that the scannable forms were not able to convey. (ASK)

ED 432 459 SE 062 557

Empson, Susan B.
Considerations of Systemic Change and Teachers' Knowledge of Students' Novel Strategies for Whole-Number Operations.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Learning Strategies; Mathematics Curriculum; *Mathematics Education; *Number Concepts; *Pedagogical Content Knowledge; Professional Development
IDENTIFIERS- *Systemic Educational Reform

This paper discusses the question, what kinds of learning and new knowledge about content and children's thinking can an innovative curriculum program motivate? Discussion is restricted to whole number operations and how changing knowledge, beliefs, and practice as both an individual and collective problem might be conceived. To the extent that and contributors notes conclude the document. (MM)

ED 432 483 SO 029 406

Jones, Richard S.
Gumshoe Geography: Exploring the Cultural, Physical, Sociological, and Biological Characteristics of Our Planet.
PUB DATE- 96
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Elementary Education; Foreign Countries; Geographic Concepts; *Geographic Regions; Geography; Geography Instruction; History; *Human Geography; Instructional Materials; *Map Skills; *Physical Geography; *Social Studies; *World Geography

This text is a combination of a student training manual and a teacher's guide. The student manual gives background information, activities, and student worksheets for map work. Chapter titles include: (1) "Our Country"; (2) "World Regions"; (3) "United States Regions"; (4) "Continental Topics"; (5) "Urban Topics"; (6) "Rural Cultures"; (7) "World Climatic Regions"; (8) "Specific Physical Geography"; (9) "Human-Made Geography"; (10) "Historical Periods and Events"; and (11) "World Exploration." Answers to student activity sheets are given in the teacher's guide and reproducible maps are provided. The resource concludes with a subject index. (MM)

ED 432 484 SO 029 674

Stern, Majorie
How To Celebrate National Women's History Month.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; *Females; *Social History; Social Studies; *United States History
IDENTIFIERS- Womens History Month; *Womens Suffrage

Intended for teachers, this guide is designed as an aid to mark Women's History Month with special thought and activity, and to offer suggestions for further information and resources. Noting that "history doesn't only happen to men," the document stresses that "history is made at home, in the community, in the factories, offices, and fields of America." Every subject and every level of education can use the addition of the lost heritage of women as evidenced by books, letters, diaries, speeches, oral histories, poems, handicrafts, paintings, musical compositions, and other productions of women. The guide suggests what state federations of teachers can do, what American Federation of Teachers (AFT) locals can do, and what the community and school districts can do to commemorate the month of March as National Women's History Month. The document offers several lists of information sources and includes separate information sheets on the suffrage movement, how AFT

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Data Collection; *Developing Nations; *Educational Needs; Educational Research; *Elementary Secondary Education; Foreign Countries; Mathematics Education; School Surveys; Science Education; State Surveys
IDENTIFIERS- *South Africa

This report, one of nine provincial reports from South Africa, focuses on the 1996's School Register of Needs Survey, one of the foundations of the new government's commitment to equity in education provision and improving the quality of learning and teaching. The School Register of Needs Survey's objectives were to locate and map every educational institution in the country; survey the physical facilities, conditions of buildings, and services provided; and establish a database of all school information collected. The North West Province 2413 schools were surveyed; of these, 67.18% were primary-school-level institutions, 26.14%, secondary-level schools, 5.01%, combined schools, 0.04%, technical colleges, and 1.62% were special schools. Chapters include: (1) "School Register of Needs Survey"; (2) "Third International Mathematics and Science Study (TIMSS); (3) "Longitudinal Survey of Scholastic Achievement"; (4) "Overage Learners"; (5) "Matriculation Results (1996)"; (6) "Register of Graduates"; and (7) "Summary." An appendix presents school register of needs survey data per magisterial district for the North West Province. Twelve maps are also appended. Contains 29 figures and 9 tables. (BT)

ED 432 507   SO 030 926

Gibbs, Jeanne
Internalizing Character Education Values by Living and Learning within a Caring School Community.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *School Culture; Social Behavior; Social Studies; *Student Needs; *Values; *Values Education
IDENTIFIERS- Character Development; *Character Education; *School Based Curriculum Development

Currently, the question is how the best of human values can be instilled in young people living in the midst of a mobile, media-bombarded, and changing society. Predictably, about every 20 years, the same challenge of teaching values or the virtues of human character is laid at the door of the school. The new "Partnership in Character Education Pilot Projects" awarded to the Departments of Education of 10 states provide the opportunity to design and pilot long-term character education projects. Knowledge from the fields of human development and social psychology enlightens the character education challenge. Human behavior is a product of the interaction of the person with an environment. Children who live in caring families demonstrate more confidence than those living in neglectful homes. Moreover, behavior changes when the environment is changed. Thousands of schools that have been re-culturing their school environments with the caring community process known as the Tribes Learning Community (TLC) indicate outcomes that support using this character education approach. Respect for social and cultural diversity increases, discipline problems

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comparative Education; *Cultural Differences; *Diversity (Student); Foreign Countries; Higher Education; *Multicultural Education; Semiotics; Teacher Education
IDENTIFIERS- Cultural Framing; Slovakia; *University of Oulu (Finland)

This book seeks to introduce readers to the concept of multicultural education. The book explains the inevitability of multicultural education in today's world, looks for its possibilities, and shows its advantages and limitations. Its text is first of all aimed at university students, but it should also be of general interest. The book is the result of a project financially and organizationally supported by the Jan Hus Educational Foundation, aimed at building foundations for multicultural education in Slovakia, and carried out with the cooperation of the University of Oulu in Finland. Chapters are in both Slovak and English. Following an introduction, chapters in the book are: (1) "What Is Culture?"; (2) "Functions of Culture"; (3) "Stratification of Culture"; (4) "Cultural Tradition"; (5) "Cultural Identity"; (6) "Semiotic Systems in Culture"; (7) "What Is Multicultural Education?"; (8) "Philosophical Approaches to Multicultural Education"; (9) "Multicultural Education as a Synthesis"; (10) "A Role of Art in Multicultural Education"; (11) "Multicultural Education and European Dimension"; and (12) "Preparation of Teachers for Multicultural Education." Supplements to the main chapters are: "Main Characteristics of the Selected Alternative Cultures" (Erich Mistrik; Roman Jazudek); "External Influences and a Character of Culture" (Erich Mistrik); and "International Teacher Education in Oulu as an Attempt to Educate Interculturally Competent Teachers" (Rauni Rasanen). Contains 311 references. (BT)

ED 432 525 SO 031 004

Partnerships in Character Education. Second Year Performance Report.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Elementary Secondary Education; Government School Relationship; *Partnerships in Education; Program Descriptions; Program Evaluation; School Districts; Social Studies; State Programs; *Student Educational Objectives
IDENTIFIERS- Character Development; *Character Education; *South Carolina; Technology Integration

This report states that 21 South Carolina school districts are currently implementing "character education" through the Federal Partnerships in Character Education Grant and that in this, the second year of the grant, 17 district applications were selected to receive subgrant awards from the 21 that applied in December 1997. The report details activities that the Character Education Office has undertaken to fulfill the terms of the original grant. It reviews the project status and discusses evaluation activities for the four pilot projects, as well as evaluation activities for the 17 subgrant recipients. The report provides budget information, showing how monies were allocated. It presents supplemental information/changes; most of the changes center around how the character education program is disseminated in South Carolina, specifically the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; *Classroom Techniques; Discipline; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Nontraditional Education; Preservice Teacher Education; Student Behavior

This study investigated differences between the classroom management styles of teachers who were certified via a traditional university teacher training program and those participating in an alternative certification (AC) program. The study was also designed to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. Respondents were 228 teachers from a Regional Service Center AC program and from traditional university graduate-level courses. The AC program required all participants to be currently teaching full-time in public K-12 classrooms. Their teaching experience was further augmented by coursework that was more utilitarian than theory-driven. Data were collected from the teachers using the ABCC and a demographic questionnaire. Researchers examined each of the subscales of the ABCC inventory (instructional management, people management, and behavior management) and analyzed the data via a series of t-tests. Results indicated that only the instructional management subscale of the ABCC inventory yielded significant differences. The scores on the instructional management subscale of the ABCC of teachers participating in the AC program indicated that they were significantly more interventionist than teachers in the traditional program. (Contains 23 references.) (SM)

ED 432 545 SP 038 662

Schallies, Michael; Wellensiek, Anneliese; Lembens, Anja
The Development of Mature Capabilities for Understanding and Valuing Technology through School Project Work.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biotechnology; Child Development; Educational Research; Ethics; Foreign Countries; Genetic Engineering; School Culture; *Science Education; Science Projects; Secondary Education; *Secondary School Science; Secondary School Students; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- Germany; Teacher Knowledge

This paper describes a German project that developed students' capabilities for understanding and valuing biotechnology and genetic engineering, focusing on practical fieldwork with schools by an interdisciplinary team. The paper identifies the characteristics of individual and structural preconditions and their development during active project work within the schools. Project work was organized into five phases that involved contacting the schools, building confidence, initiating project work, integrating researchers as participant observers, and terminating the project. Researchers developed surveys for students and teachers, taking into account recent research on school culture. The surveys examined formation of concepts in natural sciences; views on science, technology, and society; and school culture. Results indicated that in all types of secondary schools, formation of concepts was not

Comprehension; Relevance (Education); Student Interests; Writing Skills

This study investigated whether seventh- and ninth-grade students who did prewriting activities in English class preceding a related literature comprehension test would produce higher raw test scores on literal and interpretive questions than would students who did not use prewriting. The study took place in 1993 and 1995. Participants included two each of average seventh- and ninth-grade English classes. Intervention group students participated in a prewriting activity prior to the literature comprehension test. The activity involved writing about personal knowledge, experience, or emotion related to the story. Control group students did not participate in prewriting. Students in both groups read the same story and had the same test questions. Data analysis indicated a majority of higher scores for all four ninth-grade experimental groups in nearly every itemized comparison with the control groups. However, for the seventh grade, the same indications were not as evident. In some comparisons, the seventh-grade control groups outperformed the experimental groups. However, in general, prewriting increased students' performance on reading comprehension tests, even when students in one of the intervention group initially had lower overall grade point averages than did students in the corresponding control group. (SM)

ED 432 565 SP 038 688

Stoloff, David L.
Lessons Learned from a State Association of Colleges for Teacher Education (ACTE) on Shaping and Influencing Future Policy. Symposium presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Legislation; Educational Planning; *Educational Policy; Elementary Secondary Education; Higher Education; *Policy Formation; Politics of Education; *Preservice Teacher Education; State Government; State Legislation; Statewide Planning; *Teacher Certification
IDENTIFIERS- Connecticut; *State Associations; *State Policy

This presentation discusses the influence of the Connecticut Association of Colleges and Universities for Teacher Education (CACUTE) on state policy making. It provides a historical analysis of the CACUTE through an overview of the political and economic forces that have resulted in current teacher education policy in Connecticut. The presentation attempts to predict how coordinated, proactive efforts by a wider range of educational professionals might prove to be more effective in reaching the CACUTE's goals. It compares and contracts the CACUTE's experiences, offering papers by several members of the CACUTE that present their perspectives on the evolving influences of the state association on state policy. The papers are "The History of the Connecticut Association of Colleges and Universities in Teacher Education since 1983" (Walter B. Bernstein); "What Role Does CACUTE Play in Improving Teacher Education Curriculum in CT?" (Susan J. Hillman); and "The Educational Reform Process: The State, Institutions of Higher that students are led to notice their own progress through the work included in the portfolio. Many educators welcome the portfolio process because they recognize that standardized tests do not tell enough about what students are learning. Portfolios have a definite advantage over testing to assess learner progress since the portfolio process is ongoing and continuous and presents evidence of student progress. Portfolio use might not survive, however, because of weaknesses that include cost, administration difficulties, assessment challenges, and practicality. In many cases, the portfolio does not provide a "score" that is easy for the public to understand. Rubrics have been used to evaluate and score results from a portfolio, but use of a rubric still requires a great deal of interpretation. A major reason why the portfolio may prove to be a fad is the lack of numbers to describe how well students are achieving. (Contains eight references.) (SLD)

ED 432 584 TM 029 940

Bornholt, L. J.; Ouvrier, R. A.; Black, F.; Hendy, J.
Social and Personal Influences on a Sense of Competence at a Cognitive Screening Test for Children.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Tests; *Competence; Elementary Education; *Elementary School Students; Foreign Countries; Knowledge Level; Screening Tests; *Self Concept; Self Evaluation (Individuals); Social Influences; Social Support Groups; *Student Attitudes
IDENTIFIERS- Australia (Sydney)

A study was conducted to identify aspects of self-knowledge about general cognitive activities, such as cognitive screening tests routinely used in school, hospital, and community settings. The study used SYSTEMS (R. Ouvrier and others, 1995), a brief one-to-one screening test that indicates whether a child requires full cognitive assessment. The Aspects of Self Knowledge-KIDS Inventory (ASK-KIDS) (L. Bornholt, 1996) was used to determine self-knowledge about activities in the SYSTEMS cognitive screening test. Participants were 188 Australian students, aged 5 to 11 years. ASK-KIDs profiles indicated that students felt good about the SYSTEMS activities, thought that the activities were easy, and believe they would be good at SYSTEMS activities the following year. Children's perceptions of the effort needed and task difficulty differentiated among two and three clusters of children. Lower perceptions for the following year differentiate a fourth cluster. Findings illustrate the importance of determining the diverse meanings children make of self-concepts. Findings also suggest that a multilevel model of aspects of self-knowledge applies to assessment of children's cognitive functioning in settings where cognitive screening is routinely used. (Contains 2 figures and 18 references.) (SLD)

ED 432 585 TM 029 941

Davila, Norma
Measuring and Documenting Outcomes: Going beyond Tradition in Program Evaluation.
PUB DATE- 99

PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Foreign Countries; *High Achievement; *Homework; Intermediate Grades; *Junior High School Students; Junior High Schools; *Low Achievement; Parent Role; Sex Differences; *Student Attitudes; Student Motivation; Teacher Role
IDENTIFIERS- China

This study compared preferred homework styles of Chinese students who were characterized by: (1) high versus low self-perceived homework achievement and attitude; (2) high versus low teacher-rated homework completion and quality; (3) high versus low academic achievement in mathematics. Gender differences in homework styles were also examined. Participants were 329 fifth graders (172 boys and 157 girls) and 244 seventh graders (130 boys and 114 girls). More distinguishing homework style elements were found with the self-perceived homework achievement and attitude levels than in the teacher-rated achievement (homework completion and quality and final examination scores). Neither gender differences nor gender-achievement interaction effects were indicated in the current samples. As expected, the motivational elements distinguished the high/low levels of all types of achievement and attitude toward homework. While high teacher-rated achievement was more closely associated with high scores of the teacher-motivated element, the self-perception of work accomplishment at home was more positive in those students who were highly motivated by parents as well as teachers. In general, no significant differences were indicated in the perceptual sensitivity elements (auditory, visual, tactile, kinesthetic) between high- and low-achieving students, while some group differences were found on the physical elements (intake, mobility) in some of the achievement and attitude measures. A number of environmental and organizational elements also distinguished the high from low achievers. The importance of teacher and parent roles in student achievement is discussed. (Contains 2 tables and 32 references.) (Author/SLD)

ED 432 603 TM 029 985

Lee, John; Dineen, Finbar; McKendree, Jean; Mayes, Terry
Vicarious Learning: Cognitive and Linguistic Effects of Observing Peer Discussion.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Dialogs (Language); Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Learning; *Observation; *Peer Influence; Peer Teaching
IDENTIFIERS- *Vicarious Participation

The Vicarious Learning project is aimed at understanding the role of dialogue in learning about complex conceptual domains. The whether the high educational expectations of Asian Americans are sufficient to explain their higher college application rates, and, if not, whether factors such as immigration generation, socioeconomic and family background characteristics and tested ability further explain these differences. Educational expectations explain a great deal of the greater propensity of Asian Americans to apply to college. In addition, the favorable socioeconomic and other background characteristics of Koreans and South Asians enable them to apply to more schools than do Whites. Chinese are more likely to apply to college and to apply to more colleges than Whites, owing in part to their high proficiency test scores. High expectations are an important determinant of college attendance, although some Asian American ethnic groups have advantages above and beyond those that affect their educational expectations. (Contains 3 tables and 47 references.) (Author/SLD)

ED 432 624   UD 033 039

Schwartz, Wendy
Developing Social Competence in Children. Choices Briefs, Number 3.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; Elementary Education; Elementary School Students; *Interpersonal Competence; *Intervention; *Prevention; Program Effectiveness; School Safety; *Violence

This brief presents an overview of effective strategies for developing prosocial attitudes and behaviors in elementary school children. The description of approaches and activities can help educators integrate an antiviolence education program into their schools and classrooms, select a program to implement from many models in use around the country, or develop an original plan. The brief also summarizes some theories about the causes of youth violence and the best ways to prevent it. There is a wide range of effective strategies to help children develop prosocial attitudes and behaviors. The most successful are those that are implemented as part of a comprehensive and multidisciplinary approach to nurturing children at home, at school, and in the community. The increasing numbers of evaluations of existing programs offer useful guides for future program evaluations. In addition, some organizations provide schools with technical assistance on antiviolence initiatives. Society needs to strengthen communities by supporting parents' efforts to provide emotionally and economically for their children and to control access to weapons. Elements in society that foster the culture of violence, such as the news and entertainment media, need to consider whether their messages are obviating the benefits of youth violence prevention efforts in the schools. (Contains 21 references.) (SLD)

ED 432 625   UD 033 040

Planning a Successful Crime Prevention Project. The Success Cycle: Steps for Success.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English

Community Development" by (Dev Mukerjee), suggests that a full service school approach should join school reform, interagency collaboration, and community development to reduce educational disadvantage. The third perspective, "Full Service Schooling for Full Citizenship from Theory to Practice" by (Robert Semmens and Helen Stokes), explains how Full Service Schools can be introduced in ways that enable students to become active and independent citizens. Each paper contains references. (SLD)

ED 432 646 UD 033 063

Webster, William J.
The National Evaluation of Project SEED in Five School Districts 1997-1998.
PUB DATE- 98
NOTE- 114p.; "In association with Michael Dryden, Linda Leddick, Charles Green, Jennifer McCreadie, Fred Reiss, and Patrick Rotelli."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Algebra; Elementary Education; *Elementary School Students; Elementary School Teachers; *Mathematics Achievement; Norm Referenced Tests; Parent Attitudes; Program Evaluation; Student Attitudes; Teacher Attitudes; *Urban Schools; Urban Youth
IDENTIFIERS- *Project SEED

This study reports the results of the implementation of Project SEED, a mathematics program for urban elementary school students, in five urban districts: Camden (New Jersey); Dallas (Texas); Detroit (Michigan); Indianapolis (Indiana); and the West Contra Costa Unified School District in Richmond and San Pablo (California). Students exposed to at least 14 weeks of SEED instruction were compared with matched groups. Across the five districts, SEED students scored significantly better than non-SEED students on a test of algebraic concepts and in 21 of 23 statistical comparisons on 5 norm-referenced achievement analyses. Principals, teachers, students, and parents associated with the SEED program all responded positively to questionnaires about SEED. SEED instruction was generally seen to be very effective, accompanied by high rates of student participation and enthusiasm. Among the outcomes noted were increased student interest in mathematics, improved critical thinking and problem-solving skills, increased student motivation to learn, increased student self-confidence, and better understanding of mathematics. Results were very consistent across the five school districts. Six appendixes contain sample items from the algebra test results and results from the student, teacher, parent, and principal surveys. (Contains 15 tables and 11 references.) (Author/SLD)

ED 432 647 UD 033 064

Chatel, Regina G.; Lord, Carlotta
A College and Urban Elementary Classroom Collaborate in Using Writing To Learn in Science.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (43rd, Orlando, FL, May 3-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

maintenance organizations, and partnerships to care for uninsured children (Spring 1997); (7) community planning for SBHCs, public relations for SBHCs (Summer 1997); (8) insurance expansions and SBHCs, funding comprehensive SBHCs, dental care in SBHC (Fall 1997); (9) exploring the evoluation of school-based health centers (Winter 1998); (10) local funding for SBHCs, the Balanced Budget Act and managed care (Spring 1998); and (11) accreditation of SBHCs, results of the Making the Grade User Survey (Fall 1998). (KB)

ED 432 359 PS 027 369

A Church for All God's Children: Congregations Responding to the Needs of Children in the Church and Community.
PUB DATE- 98
NOTE- 15p.; A publication of the General Board of Global Ministries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Church Programs; Church Responsibility; Church Role; *Churches; Low Income Groups; Objectives; Position Papers; *Poverty
IDENTIFIERS- *United Methodist Church

In 1996, the Council of Bishops called upon the United Methodist Church to reshape its mission in response to the crisis among children and the impoverished within the primary goal of evangelization. As one response to the Bishops' Initiative on Children and Poverty, congregations may undertake specific actions to make their churches more responsive to the needs of children and their families in the church and community. This document comprises resources to assist churches that want to qualify as "A Church for All God's Children." Guidelines identify the steps to follow in qualifying for recognition. A Checklist details goals and activities to: (1) educate the congregation about the needs of children and the poor; (2) make the church facilities safe and welcoming for children and families; (3) reduce the risk of child abuse; (4) help children grow as faithful disciples; (5) involve children in the life of the church; (6) reach out to children in the community; (7) advocate for legislation and public policies that improve children's lives and lives of poor families; (8) relate to children around the world; and (9) build administrative supports for ministry with children and the poor. The document also includes a list of 45 resources to assist in the church's efforts. Finally, a reporting form is provided for use in detailing activity completion. (KB)

ED 432 360 PS 027 445

Lijuan, Pang
The Creation of a Quality Environment for the Social Development of Children.
PUB DATE- 99
NOTE- 14p.; Paper presented at the International Conference of OMEP-Hong Kong (4th, Hong Kong, March 20, 1999).
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

public policy concerning child care. Issue 19 focuses on how various federal agencies work with the Child Care Bureau to strengthen and support child care services across the country. The issue includes articles describing initiatives of the Departments of Transportation, Labor, Education, Agriculture, and Housing and Urban Development; and also contains remarks from the White House Conference on Child Care. Issue 20 highlights the federal government's vision for child care in the year 2000 and includes articles addressing: state systems that incorporate training, compensation, and quality; initiatives that enhance the family child care profession; ways states are building capacity for infant care services and school readiness programs; technical assistance opportunities for states, tribes, and territories; systems of resource and referral services; and new developments in school-age care programs. (KB)

ED 432 379 PS 027 744

Oshinsky, Carole, Ed.
News and Issues, 1998.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Fathers; Federal Legislation; Federal Programs; Low Income Groups; Policy Analysis; *Poverty; *Preschool Children; Preschool Education; *Public Policy; State Programs; Welfare Recipients; Well Being
IDENTIFIERS- *Welfare Reform

This newsletter is devoted to identifying and promoting strategies to reduce the young child poverty rate and to improve the life chances of young children living in poverty. The Spring 1998 issue includes articles on state investments to enhance the well-being of young children and families, and child poverty rates in a booming U.S. economy. The Summer/Fall 1998 issue focuses on low-income fathers, with articles on welfare law changes, the changing role of low-income fathers, and welfare recipients' views of welfare reform. Regular features of the periodical include the "Policy Point of View," descriptions of recent noteworthy publications, and news from the Center for Children in Poverty. Contains a list of publications. (KB)

ED 432 380 PS 027 752

Pearlmutter, Sue; Wang, Edward; Katona, Michelle
Families and Children Qualifying for Non-Assistance Child Care Subsidies in Cuyahoga County.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Day Care; Elementary Education; *Employed Parents; Family Structure; *Grants; One Parent Family; Parent Background; *Parents; Preschool Education; Welfare Services; Working Hours
IDENTIFIERS- Child Care Costs; *Child Care Needs; Ohio (Cuyahoga County); *Subsidized Child Care Services

Several studies indicate that child care needs will dramatically current activities, resources, results, sustaining and replicating the program, lessons learned, and contact information. (EV)

ED 432 399 PS 027 803

A Guide to Successful Public-Private Partnerships for Child Care. The Child Care Partnership Project.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 28p.; For other Child Care Partnership Project reports, see PS 027 802-805.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Partnerships in Education; Program Design; Program Development; Program Implementation; Resource Materials
IDENTIFIERS- Child Care Partnership Project; Program Characteristics; *Public Private Partnership Programs

This guide was developed as part of the Child Care Partnership Project, a multi-year technical assistance effort. The Partnership Project provides a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. The guide is designed to provide practical information on creating and maintaining public-private child care partnerships, and draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels. The guide begins with a definition of public-private partnerships, followed by a summary of why they are created and what public-private partnerships can do. The guide then presents a set of principles and strategies for establishing and maintaining successful partnerships based on lessons from successful national, state, and local models. The guide asserts that successful partnerships: (1) have clear goals; (2) aim to achieve positive results and regularly measure their progress; (3) involve families and include them when developing programs and services; (4) are broad-based and include key stakeholders from the beginning; (5) involve powerful champions and make their initiatives visible to the public; (6) establish clear governance structures that define partner roles and responsibilities; (7) set and adhere to a set of ground rules that guide the partnership in its work; (8) are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources; (9) enable all partners to benefit by drawing on their strengths and contributions; and (10) work to maintain momentum and to sustain their work over time. (EV)

ED 432 400 PS 027 804

Fact Sheets of Public-Private Partnerships for Child Care. The Child Care Partnership Project.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 19p.; For other Child Care Partnership Project reports, see PS 027 802-805.
LANGUAGE- English

earnings was greater than the negative effect of concentrated land ownership; after 1982, the latter exceeded the former. With regard to public policy, the findings suggest that investment in the rural labor force's human capital would increase agricultural productivity, and that agricultural land distribution may be useful in Brazil for purely economic reasons, if not others. Contains references in notes and 12 statistical tables. (SV)

ED 432 418   RC 021 674

Cluck, Rodney E.; Beaulieu, Lionel J.; Barfield, Melissa A.
To the Educated, the Spoils: The Relation of Education to Labor Market Experiences of Young Adults.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Rural Sociological Society (61st, Portland, OR, August 5-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Educational Attainment; *Employment Patterns; High Schools; Higher Education; *Labor Market; Minority Groups; Quality of Working Life; Rural Urban Differences; *Social Stratification; *Young Adults
IDENTIFIERS- Dual Labor Market Theory; High School and Beyond (NCES)

This paper examines the transition of young adults from school to work over time and the role of education in facilitating the entry of individuals into high quality jobs in the primary labor market. A dual labor market perspective argues that the labor market is structured into primary and secondary sectors ("good" and "bad" jobs), that mobility between sectors is very limited, and that placement in either sector is related to structural inequalities. Substantial evidence suggests that labor market characteristics are influenced by location (urban versus rural). High School and Beyond data on approximately 15,000 young adults who graduated from high school in 1982 and were followed up through 1992 were analyzed to examine the relationships among workforce experiences, educational attainment, and various sociodemographic indicators. Results indicate that most people with a bachelor's degree or higher worked in primary sector jobs, while few individuals with a high school diploma or less held such jobs. However, access to primary sector jobs was also determined by urban-rural location, U.S. region, race/ethnicity, and gender. People who attended a rural high school, people from the South, Blacks, Hispanics, and females were more likely to work in the secondary labor market. Compared to those in primary sector jobs, persons working in the secondary sector had lower income, more spells of unemployment, more job training, and lower job satisfaction. Contains 38 references and 7 data tables. (SV)

ED 432 419   RC 021 974

Zars, Belle
Long Rides, Tough Hides: Enduring Long School Bus Rides.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

United States. Other sections cover the Arctic, Mexico and Central America, South America, Australia and the Pacific, East Asia, Southeast Asia, South Asia, and Africa. Issues in these regions include deteriorating economic and health conditions and educational needs in Russia's far north, conflicts over development of natural resources in indigenous territories by national and multinational companies, relationships between indigenous peoples and their national governments, intellectual property rights to traditional knowledge, indigenous educational policy in Brazil and elsewhere, language loss and cultural assimilation, and human rights violations and forced relocation. Part II examines indigenous women's issues and organizations in the Americas, Asia, and Africa. Part III includes two articles: "The UN Declaration on the Rights of Indigenous Peoples Is Still Intact" (Andrew Gray) and "The Ad Hoc Working Group on the Establishment of a Permanent Forum for Indigenous Peoples in the UN System" (Lola Garcia-Alix). Maps and photographs are included. (SV)

ED 432 435 RC 022 056

May, Stephen, Ed.
Indigenous Community-Based Education.
PUB DATE- 99
NOTE- 180p.; Also published as v11 n3 of the journal Language, Culture and Curriculum.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; *American Indian Education; American Indians; Bilingual Education; Canada Natives; Civil Rights; Classroom Communication; Community Action; Community Control; *Community Education; *Cultural Maintenance; Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Hawaiians; *Indigenous Populations; *Language Maintenance; Language Planning; Maori (People); Quechua; *Self Determination
IDENTIFIERS- LAPPS

After a long history as a tool of forced assimilation of indigenous populations, education is now a key arena in which indigenous peoples can reclaim and revalue their languages and cultures and thereby improve the academic success of indigenous students. Community-based education offers a means by which indigenous peoples can regain a measure of direct control of the educational process. This book presents a multinational perspective on indigenous community-based educational initiatives. Following an introduction by Stephen May, the chapters are: (1) "Community-Based Education for Indigenous Cultures" (David Corson); (2) "Indigenous Education and the Ecology of Community" (Mark Fettes); (3) "Language and Education Rights for Indigenous Peoples" (Stephen May); (4) "Emancipatory Maori Education: Speaking from the Heart" (Arohia Durie); (5) "Indigenous Community-Based Language Education in the USA" (Teresa L. McCarty, Lucille J. Watahomigie); (6) "The Sociopolitical Context of Establishing Hawaiian-medium Education" (William H. Wilson); (7) "Towards a New Age in Innu Education: Innu Resistance and Community Activism" (James Ryan); (8) "Minorities with a Minority: Language and the School in the Sami Areas of Norway" (Jon Todal); (9) "Miscommunication between Aboriginal Students and Their Non-Aboriginal Teachers in a Bilingual School" (Anne Lowell, Brian Devlin); and (10) "Authenticity and Unification in Quechua Language Planning" (Nancy H. Hornberger, Kendall A. King). (Contains references in each chapter.) (SV) changes in practice are motivated by teachers' own concerns and questions about what they do, and to the extent that these changes incorporate or create the possibility for generative domain knowledge, they will result in self-sustaining good practices. (Contains 47 references.) (ASK)

ED 432 460 SE 062 692

Rule, Audrey C.
EleFantastic Bingo.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Educational Games; Elementary School Science; Elementary Secondary Education; Endangered Species; Science Activities; Science Education
IDENTIFIERS- *Bingo; *Elephants

This game allows students to learn new science vocabulary and relevant facts about elephants. This bingo game is a valuable curriculum resource for any teacher who is teaching about elephants or other endangered animals. Directions for play, calling cards (six to a page), and play cards (four to a page), are included. (ASK)

ED 432 461 SE 062 693

Britton, Edward; Huntley, Mary Ann; Jacobs, Gloria; Weinberg, Amy Shulman
Connecting Mathematics and Science to Workplace Contexts: A Guide to Curriculum Materials.
PUB DATE- 99
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Educational Resources; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; Work Environment

This comprehensive review of 23 exemplary curricula and programs offers an easy-to-use guide for tying curriculum to workplace experiences. These programs illustrate concrete, real-life situations to which students can relate and derive motivation. Chapter 1 briefly reviews the literature that argues for connecting the school science and mathematics curriculum to workplace contexts, including how making such connections can fulfill aspects of the national curriculum standards. Chapter 2 explains the different approaches the 23 reviewed curricula use to make workplace connections. The varied instructional treatments are sorted into six types of connections, and the types of connections used in each curricula are delineated. Chapter 3 explains how the 23 curricula were selected from among 200 candidates reviewed. An overview of the 23 curricula is provided, citing their publication dates, subject areas, funding sources, grade level, and self-described alignment with national curriculum standards. Chapters 4 and 5 provide the reviews, respectively, of 12 mathematics curricula and 11 other curricula for science or an integration of science with celebrates Women's History Month, and suggested class activities celebrating the month. (BT)

ED 432 485 SO 029 682

Barnard, David, Ed.
The Youth Book. A Directory of South African Youth Organisations, Service Providers and Resource Material.
PUB DATE- 97
NOTE- 455p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Developing Nations; Educational Resources; Foreign Countries; Schools; Service Learning; *Youth; *Youth Agencies; *Youth Programs
IDENTIFIERS- Service Providers; *South Africa; Youth Service

With the goal of enhancing cooperation and interaction among youth, youth organizations, and other service providers to the youth sector, this directory aims to give youth, as well as people and organizations involved and interested in youth-related issues, a comprehensive source of information on South African youth organizations and related relevant issues. The directory is divided into three main parts. The first part, which is the background, is introductory comments by President Nelson Mandela and other officials. The second part consists of three directory sections, namely South African youth and children's organizations, South African educational institutions, including technical training colleges, technikons and universities, and South African and international youth organizations. The section on South African youth and children's organizations, the largest section, consists of 44 sectoral chapters, with each organization listed in a sectoral chapter representing its primary activity focus. Each organization is at the same time also cross-referenced with other relevant sectoral chapters, indicated by keywords at the bottom of an entry. An overall sectoral index, combining the various cross references, ensures easy access to the information in this section. The third part consists of sections of resource material focusing on youth and children's issues, including publications, electronic information resources, and international and Southern African charters and conventions. A special chapter on the activities of organizations that have contributed financially to the publication has been included. The final section is an alphabetical index of all the information in the directory. (BT)

ED 432 486 SO 029 687

White, Charles, Ed.
Celebrate Your Freedom. Law Day 1998 Planning Guide.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Community Involvement; Elementary Secondary Education; *Enrichment Activities; *Law Related Education; Learning Activities; Nonschool Educational Programs; Social Studies; Thematic Approach
IDENTIFIERS- *Law Day; *United States Constitution

decrease, students demonstrate greater participation, cooperation, and kindness. This year the Tribes Learning Community process was recognized by "The President's Initiative on Race, One America in the 21st Century" as a "promising practice to build a more just and more united American community, offering opportunity and fairness for all Americans." TLC process components are outlined. Contains 6 references. (BT)

ED 432 508 SO 030 927

McWilliam, Erica
Laughing within Reason: On Pleasure, Women, and Academic Performance.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Females; *Feminism; Foreign Countries; Higher Education; *Humor; *Irony; *Women Faculty; Womens Studies
IDENTIFIERS- *Academic Discourse Communities; *Feminist Scholarship; Playfulness; Pleasure

In the formal settings of universities, all academics regulate themselves constantly, including how and when they laugh. This paper considers the matter of pleasure and women's scholastic and pedagogical work, and how it has come to be understood. The paper explores the idea that pleasure is taken "within reason," drawing on Michel Foucault's (1985) work to examine the relationship between feelings such as pleasure and modes of rationality. It then moves to situate pleasure within a western historical tradition, noting how pleasure-as-fun has been framed outside bourgeois traditions of conduct, including subversive traditions. Carnival is examined more precisely as a site of fun whose remembering could be productive for women in the academy. Mary Russo's "The Female Grotesque" (1994) is used to elaborate this point. The fact that fun so often eludes feminism as an academic performance is then explored more fully using two exemplars from feminist writing. Also the author comments on Camille Paglia's (1995) idea that "all roads from Rousseau lead to Sade." The reader is brought to consider the value of playful irony for academic women, arguing for a reconsideration of its legitimacy alongside, not instead of, advocacy. Includes 4 notes; contains 16 references. (BT)

ED 432 509 SO 030 929

Arkin, Linda, Ed.
World Concerns and the United Nations: Model Teaching Units for Primary, Secondary, and Teacher Education Based on the Work of Participants in the UN Fellowship Programme for Educators and the UNESCO Associated Schools Project. Second Revised Edition.
SPONS. AGENCY- Council on International and Public Affairs, New York, NY.
PUB DATE- 98
NOTE- 193p.; For first edition, see ED 266 047.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

turning away from paper processes towards online information for schools and districts. The report contains two graphs and attachments with information about individual school districts and their character education programs. (BT)

ED 432 526 SO 031 008

Bjerstedt, Ake
Objectives Related to Multicultural Education: Bias Awareness, Cultural Fluency, Diversity Appreciation, Empathy, Equality Attitudes, Intercultural Communicative Competence, Tolerance, and Transcultural Identities. Examples of Publications. Peace Education Miniprints No. 98.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; Empathy; Foreign Countries; Global Education; Higher Education; *Intercultural Communication; *Multicultural Education
IDENTIFIERS- *Peace Education; Tolerance

This bibliography lists examples of books, dissertations, reports, and articles dealing with the broad field of multicultural education. The bibliography's major focus is on materials in English from recent years, especially materials that deal with educational objectives implicitly related to peace education, such as bias awareness, empathy, and tolerance. In the bibliography titles of documents are given in their original language--if the original language is English, French, or German, no translation is provided; in the case of other original languages, a translation of the title into English is added in square brackets. (BT)

ED 432 527 SO 031 009

Reardon, Betty A.
Educating the Educators: The Preparation of Teachers for a Culture of Peace. Peace Education Miniprints No. 99.
PUB DATE- 99
NOTE- 25p.; Revised version of a paper presented at the World Conference on Higher Education, UNESCO (Paris, France, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Global Approach; Higher Education; *Peace; Social Change; Student Development; Teacher Education; *Teacher Role; *Values
IDENTIFIERS- *Peace Education

This paper discusses the need to prepare teachers for the role of agents for a culture of peace. The paper calls for the cultivation of vision, a capacity to see the potential for positive development in learners and constructive change in society. It notes that the core values in a culture of peace are: environmental sustainability, cultural diversity, human solidarity, social responsibility, and gender equality. For each of these values there is a complementary human capacity to be developed through teacher education, making it possible for teachers to cultivate these values and capacities in their students. These capacities are: ecological awareness, cultural competency, global agency, conflict proficiency, and gender sufficiently clear or in-depth. The knowledge base on modern technologies was almost totally dependent upon secondhand information from the media for both teachers and students. There was very little inservice training for teachers of biology and related subjects. The gap between present preconceptions and attainment targets was evident when examining questions on school culture. There was general contentment with school life, though students tended to be critical of preparation for responsible citizenship. (Contains 9 tables, 8 figures, and 19 references.) (SM)

ED 432 546   SP 038 663

Wellensiek, Anneliese; Lembens, Anja; Schallies, Michael
The Role of Research in School Project Work and Teacher Development: Results from Project "Schools Ethics Technology."
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biotechnology; Educational Research; *Ethics; Foreign Countries; Genetic Engineering; *School Culture; *Science Education; Science Projects; Secondary Education; *Secondary School Science; Secondary School Students; Secondary School Teachers; Student Attitudes
IDENTIFIERS- Germany; Teacher Knowledge

"Schools Ethics Technology" was a German interdisciplinary research project with the Centre of Ethics in the Sciences at the University of Tubingen. The project highlighted the new topic of biotechnology and genetic engineering, involving the formation of active project groups within schools. This study examined teaching activities within 10 project schools over 1 year. Researchers evaluated the role of project work in school development. Students in grades 5-8 and in grades 9-13 completed surveys. Researchers examined teacher portfolios and conducted participant observations. Results indicated that most students felt ill-prepared by the schools for responsible citizenship. Facts from the sciences were only made central in classroom work when they had gained specific significance with regard to a question or when they could be used to show the difference between empirical knowledge and ethical considerations. Verification experiments were only conducted in the classroom if students had discussed their worth and implicit meaning. The role of teachers changed in an analogous way during project work. All schools had difficulties planning and converting the ideas of developed understanding of science and technology into real classroom work. The main cause was the prevalent school culture. The researchers note the need to change school culture at all levels. (Contains 3 figures and 13 references.) (SM)

ED 432 547   SP 038 664

Williams, Sharon White, Comp.
Expanding Teacher Education through Service Learning Handbook.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Education, and the Connecticut Association of Colleges and Universities for Teacher Education" (Ronald J. Moss). (SM)

ED 432 566 SP 038 689

Rajuan, Maureen
An Interview with a Lifelong Learner.
PUB DATE- 99
NOTE- 18p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Learning; Continuing Education; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; Inservice Teacher Education; *Lifelong Learning; Personal Narratives; Teacher Attitudes; Teaching Experience
IDENTIFIERS- Israel; Reflective Thinking

This paper compares and contrasts the author's adult learning experiences with those of another adult learner in order to understand the inter-relationship between the domains of education and "work and love" (Merriam, 1993) imbedded in adult development theory. The author interviewed a female colleague of similar age and place of residence who was enrolled in the same institution of higher learning. The interviewee was a high school and college English teacher. The external dialogue of the interview focused on the positive aspects of her teaching career and educational experiences. Some of the themes of her external dialogue included stages of learning according to age categories (early adulthood, middle age, late adulthood, and retirement). The internal dialogue was composed of the interviewee's personal relationship to education, which she viewed as one of loyalty, constriction, and domination of her life. It noted her fear of being alone and fear of aging. The interviewee perceived education as fulfilling many needs, including self-identity, organization of life structure, enhancement of work experiences, contribution to the profession, social achievement, escape from personal problems, and remaining young. (SM)

ED 432 567 SP 038 690

Fresko, Barbara
Mentoring and Tutoring as Preparation for Prospective Teachers.
PUB DATE- 99
NOTE- 13p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Consciousness Raising; *Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; *Mentors; Preservice Teacher Education; Student Improvement; Student Teachers; Teacher Improvement; *Tutoring; Tutors
IDENTIFIERS- Israel

This paper discusses the benefits of mentoring and tutoring for prospective teachers. Section 1 examines the general benefits of mentoring and tutoring for the mentors and tutors. The

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Evaluation Methods; *Program Evaluation
IDENTIFIERS- Multilevel Analysis; *Outcome Oriented Evaluation; *Systemic Educational Reform

The evaluation of systemic educational reforms entails a paradigm shift among evaluators who must change the lens through which they look at the reforms. This paper proposes methodological and design alternatives to measure nontraditional outcomes, such as changes in policy, over the lifespan of the reforms. Systemic reforms include intended and unintended outcomes and the actual outcomes that result. Outcomes of educational reform can also be organized in terms of whether they result from top-down or bottom-up approaches. A research approach to measuring reform outcomes will be more methodologically sound if the variables of interest are measured in multiple ways. By comparing findings using multiple qualitative and quantitative data collection strategies, evaluators can identify trends and lead reformers to midcourse corrections when needed. By defining outcomes and measuring those outcomes, evaluators and reformers will be driving the reforms. (Contains 17 references.) (SLD)

ED 432 586 TM 029 942

Adcock, Eugene P.; Winkler, Leonard
Jump Higher or Else! Measuring School Reconstitution.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; *Educational Improvement; Elementary Secondary Education; *Low Achievement; *School Restructuring; *State Regulation; State School District Relationship; Teaching Experience
IDENTIFIERS- Reform Efforts; *School Reconstitution; *State Takeovers

The practice of reforming failing schools through school reconstitution is one of the latest challenges for school system directors of evaluation and accountability. Failing schools are typically identified in terms of student test performance. However, evaluating the impact of reconstitution in terms of test score gains may not be an appropriate methodology for the short run. Instead, evaluators should consider multilevel evaluation models that account for those school input factors that were reconstituted, i.e., teaching staff and class size,. The position is taken that it is vital to delineate, obtain, and report information on teacher and class size variables in an evaluation of school reconstitution reform. This paper attempts to define the nature of the school reconstitution evaluation problem, relate teacher experience/training and class size to school reform, delineate fundamental assumption of "vicarious learning" is that students can receive benefits from exposure to discussions among their peers and between students and tutors. To elicit dialogues that can be captured, F. Dineen developed "Task-Directed Discussions" (TDDs) based on exercises used in teaching English as a foreign language. Students using TDDs are able to have productive discussions very quickly. Videotapes of student discussions using TDDs were used to develop a dissemination system that allows multimedia to be integrated with the primary teaching material. An experiment was run to investigate the efficacy of these "vicarious learning" resources in a controlled laboratory setting using part of a Master's level course in computers in teaching. Eighteen students used the vicarious learning materials and 18 others did not. Results show some benefits in learning and substantial positive changes in attitudes and discussion behavior for students having access to vicarious learning resources. Implications for instruction are discussed. (Contains 17 references.) (SLD)

ED 432 604 TM 029 986

Buckendahl, Chad W.; Plake, Barbara S.; Impara, James C.
Setting Minimum Passing Scores on High-Stakes Assessments That Combine Selected and Constructed Response Formats.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Constructed Response; *Cutting Scores; Educational Assessment; Grade 3; Multiple Choice Tests; Primary Education; *Test Format; Test Items
IDENTIFIERS- Angoff Methods; *High Stakes Tests; Paper Selection Method; *Standard Setting

Many school districts are developing assessments that incorporate both selected response and constructed response formats. Scores on these assessments can be used for a variety of purposes ranging from subject remediation to promotion decisions. These policy decisions are informed by recommendations for Minimum Passing Scores (MPSs) from standard setting studies. This paper presents a model for setting MPSs on mixed assessments using a combination of two standard setting methodologies. For multiple-choice items, an Angoff standard setting approach is used. For constructed response items, a paper selection strategy is used. The model is described in detail and an illustrative case is presented for a large metropolitan school district in the Midwest. (Contains 4 tables and 11 references.) (Author/SLD)

ED 432 605 TM 029 987

Ediger, Marlow
Using Portfolios To Appraise Progress in Mathematics.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Achievement; *Performance Based Assessment; *Portfolio

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Community Programs; *Crime; *Planning; *Prevention; Program Development; Program Effectiveness; Program Implementation; Resources; School Security; Secondary Education; Workbooks; Young Adults

This bulletin is designed as a how-to-do-it workbook and guide to help young people plan and implement crime prevention projects to make their communities safer and healthier by using a five-step Success Cycle. Some examples of programs around the country provide a starter list to show the sorts of programs young people can develop. A wide variety of programs is possible, from victim and witness assistance programs to conflict resolution and mediation. The Success Cycle depends on the following steps: (1) assessing the community's needs; (2) planning a successful project; (3) lining up resources; (4) acting on the plan; and (5) nurturing, monitoring, and evaluating the project. Resource organizations for additional help are listed, and worksheets corresponding to each of the cycle's steps are provided. (SLD)

ED 432 626 UD 033 041

Chaiken, Marcia R.
Kids, Cops, and Communities. National Institute of Justice Issues and Practices in Criminal Justice.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Elementary Secondary Education; *Juvenile Justice; *Law Enforcement; *Police; *Prevention; Program Descriptions; Program Development; School Security; Surveys; Urban Youth; *Violence; Youth Clubs; *Youth Programs
IDENTIFIERS- *Community Policing

This report is designed to help law enforcement administrators and officers understand and institute a strategy to help prevent violence through community oriented policing services carried out in collaboration with youth-serving organizations. Descriptions of programs are based on a study that involved a survey of 579 affiliates of 7 national youth-serving organizations: (1) Boys and Girls Clubs of America; (2) Boy Scouts of America; (3) Girls Incorporated; (4) Girl Scouts of America; (5) National Association of Police Athletic Leagues; (6) National 4-H Council and USDA 4-H; and (7) YMCA of the USA. Findings suggest that popular approaches such as boot camps or curfews provide only temporary supervision. Effective prevention approaches are integral to national youth organizations. Partnerships between police and youth-serving organizations that are effective can take many forms. A review of some exemplary programs shows that they have some features in common: they are based on needs assessment and address multiple factors; and they use existing organizations and services, rather than developing new ones. Their experience suggests courses of action for police administrators, directors of youth agencies, and community leaders. An appendix lists

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *College School Cooperation; *Elementary School Students; Higher Education; *Interdisciplinary Approach; Intermediate Grades; *Science Instruction; Spanish; Teaching Methods; Transitional Programs; Urban Schools; *Urban Youth; Writing Across the Curriculum; *Writing Instruction

In a fifth-grade transitional bilingual class in Hartford (Connecticut), a project was conducted to focus on writing to learn in science. The process of writing facilitates development of critical thinking, deepens understanding of science content, and develops collaborative learning skills. The example of a set of lessons on the skeleton illustrates how students write their own books about the skeleton. The book format created student interest and enhanced motivation, but experiences with this project indicate that some adjustments are needed to teach the lessons in the future. Among the problems was the limited technical vocabulary of these students who were learning English. In addition, the school lacked reference materials in English and Spanish to support student learning. Results indicate that students writing to learn in science used writing to understand the science content and then improved their writing through the projects. (Contains 11 references.) (SLD)

ED 432 648 UD 033 065

Edwards, Anthony
Favorite Quotations That Inspired Excellence: The Black High School Principals of Booker T. Washington High School.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern History of Education Society (March 12-13, 1999, Knoxville, TN).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Black Teachers; High School Students; High Schools; Instructional Leadership; Interviews; Oral History; *Principals; Public Schools; *Role Models; School Segregation
IDENTIFIERS- *Quotations

Some memories are presented of black principals at Booker T. Washington High School, Columbia, the first public high school for blacks in South Carolina. Former students recall some of the quotations and sayings these principals used to inspire students. Booker T. Washington High School, which operated from 1916 to 1970 as a segregated public black high school, was guided by seven male principals and one female acting principal during its history. Overall, these principals were respected community leaders, widely known role models for black youth, and educators with considerable influence. Brief profiles of each of these leaders show the dedication they brought to the job of principal and the importance they placed on inspiring through example and speech. Educating black students to be productive citizens was first and foremost in their minds. The historical portraits are based on 13 interviews with former students, teachers, and principals. (SLD)

ED 432 649 UD 033 066

Stullich, Stephanie; Donly, Brenda; Stolzberg, Simeon

DESCRIPTORS- *Childhood Needs; *Classroom Environment; *Educational Environment; Family Environment; Foreign Countries; Interpersonal Relationship; Peer Relationship; *Preschool Children; Preschool Education; *Social Development; Teacher Student Relationship

IDENTIFIERS- Bronfenbrenner (Urie); China; Lewin (Kurt)

Many researchers in the field of education and psychology have been aware of the tremendous impact of the environment as a complex system on human development. By providing and creating the most favorable environment for children, active and wholesome social development is promoted. Three principle areas of concern in creating a quality early childhood education environment are: (1) the environment's effect on the social development of children; (2) the creation and provision of the physical setting; and (3) the provision of a psychological environment. The physical setting includes a pleasant safe and hygienic environment, arrangement of activity space, and material provision for activities. The psychological environment, denoted as the interpersonal relationships and general psychological atmosphere of a preschool, is the most important aspect in a preschool situation. Key components are: interaction between teacher and children, establishment of a caring and loving atmosphere among peers, and teacher-to-teacher interaction. As important as the preschool environment is to social development of children, a family's socioeconomic status, member make-up, mode of interaction and methods of education also weigh heavily in a child's social development. Preschool teachers must be aware of the family environment and use it to promote wholesome social development in children. (LBT)

ED 432 361 PS 027 492

Nazan, Aksan; Van Voorhis, L. Liza; Weber, E. Stacey; Georgeson-Dunn, Heather

Developmental Progression of Embarrassment and Self-Development in the Second Year.

PUB DATE- 99

NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cross Sectional Studies; *Emotional Development; Emotional Experience; *Emotional Response; Individual Development; Longitudinal Studies; Pretend Play; Pronouns; *Self Concept; *Toddlers

IDENTIFIERS- *Embarrassment; Research Replication; Self Consciousness

Development of self-conscious emotions such as embarrassment are thought to depend on the emergence of a sense of self as distinct from other. This longitudinal and cross-sectional study sought to replicate the association between a self-referential visual self-recognition task and embarrassment, and to extend the understanding of the interrelations between pronoun production and emergence of "other" in imitative pretend play tasks as indicators of self-development. Toddlers' embarrassment reactions (in response to an over-complimenting experimenter), self-recognition, and complexity in imitative pretend play were assessed in a laboratory setting when subjects were 19, 22, 25, and 28 months of age. Pronoun production was assessed through maternal reports when the increase as current and former welfare recipients enter the work force. This study examined the number and characteristics of families and children in Cuyahoga County, Ohio that would qualify for non-assistance child care subsidies. Data were obtained from the Public Use Microdata Sample drawn from the 1990 census. Families were included in the study if they had at least 1 child under 13 years, were headed by a single working parent or by 2 working parents, and had a 1989 income at or below 185 percent of poverty level. The findings indicated that there were over 8,000 children whose families would qualify for non-assistance child under the current voucher system. Of working families, 6,347 (7 percent) had incomes up to 100 percent of poverty level and would qualify for child care subsidies under the present system. Seventy-seven percent of these families were single-parent families, and 15 percent had received public assistance income during the previous year. Standard child care home and center operating hours would meet the needs of 63 percent of families with working parents. (Four appendices include data tables.) (KB)

ED 432 381 PS 027 754

Pearlmutter, Sue; Katona, Michelle
Subsidized Child Care in Cuyahoga County: Using the System Is No Easy Matter.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Economically Disadvantaged; Educational Vouchers; Financial Support; Focus Groups; *Grants; *Low Income Groups; *Parent Attitudes
IDENTIFIERS- Child Care Costs; Ohio (Cleveland); *Subsidized Child Care Services

A focus group study examined child care experiences of 16 low-income women living in Cleveland, Ohio to gain an understanding of these women's experiences with child care in general and with the system that assures access to child care subsidies or vouchers for supported child care. Several themes emerged from the study: (1) parents prefer placing their infants and toddlers in child care with family and friends whom they know and trust; (2) safety of children is the greatest concern of these families; (3) parents want to have choices about the care their children receive; (4) use of child care subsidies depends on adequate choice, accessibility of care, cost of care, and accurate information offered in a timely and respectful manner. Based on the study findings, the following recommendations were made: (1) the system for accessing child care subsidies must be seamless and responsive to the needs of parents regarding education and training and to those who have become employed; (2) measures to expand the supply and mix of child care arrangements in the central city should be carefully considered; (3) all parents need to understand how to shop for a care provider; and (4) mechanisms to ease the co-payment for families just beginning their employment should be considered. (Contains 14 references.) (EV)

ED 432 382 PS 027 756

A Report on the Health of Montana's Infants. 1996 Montana Special Report No. 1.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Elementary Education; Financial Support; *Partnerships in Education; Preschool Education; Program Development; Resource Materials; School Age Day Care
IDENTIFIERS- Caregiver Training; Child Care Partnership Project; *Public Private Partnership Programs

These fact sheets were developed as part of the Child Care Partnership Project, a multi-year technical assistance effort. The Partnership Project provides a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. The fact sheets provide information about a variety of partnerships and include tips for success, along with selected partnership examples. The eight 2-page fact sheets are: (1) What Is a Public-Private Partnership?; (2) Child Care Loan Funds; (3) Engaging Diverse Partners; (4) Partnerships for Child Care at Nontraditional Hours; (5) Partnerships for Provider Education; (6) Business Roundtables, Coalitions, and Commissions; (7) School-Age Child Care Partnerships; and (8) Partnerships To Support Statewide System Development. Following introductory text discussing the fact sheet's topic and offering examples of various partnerships addressing the issue, each sheet also contains a concise list of tips for success and contact information. (EV)

ED 432 401 PS 027 805

Case Studies of Public-Private Partnerships for Child Care. The Child Care Partnership Project.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 98
NOTE- 57p.; For other Child Care Partnership Project reports, see PS 027 802-804.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Day Care; Early Childhood Education; *Partnerships in Education; Program Design; Program Development; Program Implementation; Resource Materials
IDENTIFIERS- Child Care Partnership Project; *Public Private Partnership Programs

These case studies were developed as part of the Child Care Partnership Project, a multi-year technical assistance effort. The Partnership Project provides a series of technical assistance resources and materials to support the development and strengthening of public-private partnerships to improve the quality and supply of child care. The five case studies are: (1) Developing a Facilities Loan Fund in San Francisco; (2) Creating an Early Education System in Colorado; (3) Georgia's Voluntary Prekindergarten Program; (4) Financing Quality Child Care in Indiana; and (5) Smart Start: A Good Beginning for All of North Carolina's Children. Each case study describes the partnership and discusses its activities, resources, results, next steps, success stories, success factors, advice for other partnerships, and contact information. (EV)

ED 432 402 PS 027 816

Simons, Bette
Winning at Child Caring: Easier Ways with Young Children in Child

DESCRIPTORS- Academic Achievement; Attendance; *Bus Transportation; *Consolidated Schools; Desegregation Effects; Educational Research; Elementary Secondary Education; *Research Needs; *Rural Schools; School Buses; *Student Transportation; *Student Welfare
IDENTIFIERS- Home School Proximity

Initially driven by school consolidation and later augmented by the mandate to desegregate, school busing systems have grown monumentally all over the United States. Busing policy choices have been made and expanded without regard to the impact on the central enterprise of schools, which is student learning. Anecdotes from Montana, the Navajo Reservation, West Virginia, and Colorado are presented to describe long bus rides and the hardships that accompany them. Research on busing is reviewed and found to be scarce and insubstantial. Two of the most recent researchers have found that busing could be considered exploitation of children's time, and that students with large average times on buses report lower grades, poorer levels of fitness, fewer social activities, and poor study habits. Knowing more about the effects of busing might lead to better choices about closing, maintaining, or opening new schools in rural areas. Three questions are recommended for further research: what is the impact of long bus rides (over 30 minutes each way) on children's success in school? what is the effect of long bus rides on families? and what are the true costs of long bus rides for school districts? Riding the bus should not be just a 12-year task that children endure, but one that makes sense as an integral part of their successful and full education. (TD)

ED 432 420 RC 022 007

LaBerge, MaryEllen
Want To Work in Alaska's Schools? A Guide for Educators.
PUB DATE- 97
NOTE- 36p.; Photographs and figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; Elementary Secondary Education; *Employment Opportunities; Geographic Isolation; Job Application; *Job Search Methods; Rural Areas; *Rural Schools; *School Districts; Small Schools; *Teacher Employment; Teacher Qualifications; Teacher Recruitment; *Teaching Conditions
IDENTIFIERS- *Alaska

This manual offers practical advice to educators on conducting a job search and obtaining a position in Alaska. Alaska Teacher Placement (University of Alaska Fairbanks) is a statewide clearinghouse for the placement of educators. Although Alaska's certification requirements are similar to those of other states, school administrators are also concerned with personality and look for educators who can cope with Alaska's unusual conditions. The greatest need for educators is in rural areas. Prospective rural teachers must consider whether they can adapt to geographic isolation, extreme weather, substandard housing, and the needs of working and living in a cross-cultural setting. Data tables outline food costs and teacher salaries in various communities. Alaska's school district organization is discussed, followed by sketches of the terrain, climate, and other features of Alaska's geographic regions. Profiles of Alaska's 53 school districts describe features of

ED 432 436 RC 022 057

Cosper, Denise M., Ed.
The Changing Complexion of the South's Rural Labor Markets.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Demography; Dropout Rate; Education Work Relationship; Educational Attainment; *Employment Patterns; Income; Labor Force; *Labor Market; Manufacturing Industry; Mexican Americans; Migration Patterns; *Rural Areas; Rural Population; *Rural Urban Differences; Underemployment; *Urban to Rural Migration
IDENTIFIERS- *United States (South)

This theme issue of the newsletter "Southern Perspectives" contains five articles on labor supply and demand issues in the rural South: "An Overview of Employment Changes in the Nonmetropolitan South" (David L. Barkley) examines nonmetro earnings trends in 16 southern states and employment trends in selected industries in the nonmetro South, 1991-96. Future prospects for rural labor demand are discussed, focusing on internationalization of competition, service sector growth, new production technologies, and industrial restructuring. "Rural-Urban Migration, the Rural Renaissance, and the Rural Rebound in the South" (Mark Nord, John Cromartie) details migration trends in the 1990s for the rural South by age, education, income, and race/ethnicity and finds that immigrants included disproportionately larger shares of young families and high school graduates. "The Geography of New Manufacturing Technology: Implications for the Rural South" (David A. McGranahan) shows that in the 1990s, manufacturing jobs moved out of rural counties with higher high school dropout rates and into rural counties with lower dropout rates. "Underemployment in the South" (Leif Jensen) provides data on rural-urban differences in various types of underemployment in 1998 and in total underemployment in the South by race/ethnicity for 1968-98. "A Profile of Mexican Workers in the Southern Region: A Focus on Nonmetro/Metro Distinctions" (Rogelio Saenz) profiles rural-urban differences in age, income, education, language use, and occupation of Mexican Americans in the South in 1999. (Contains references and data tables.) (SV)

ED 432 437 RC 022 059

Boethel, Martha; Dimock, K. Victoria; Hatch, Lin; Adams, Sharon, Ed.; Heath, Marilyn, Ed.
La Implementacion de la Tecnologia en el Salon de Clases: Una guia para los que toman decisiones en las escuelas rurales (Putting Technology into the Classroom: A Guide for Rural Decision Makers).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 49p.; Translated into Spanish by Dolores Carreras. For English version, see ED 422 150.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)

mathematics and/or technology education. (Contains 43 references). (ASK)

ED 432 462 SE 062 695

Sassi, Annette M.; Nelson, Barbara Scott
Learning To See Anew: How Facilitator Moves Can Reframe Attention When Administrators Look At Reformed Mathematics Classrooms.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Discourse Modes; Educational Change; Elementary Secondary Education; *Mathematics Education

This paper illustrates how the instructors in a professional development program for school and district administrators used a range of discursive moves to help administrators cultivate a different appreciation of mathematics classrooms, and learn to pay attention to different features of a mathematics lesson. The way in which the seminar was taught was analyzed in an effort to understand what it was that helped the administrators make dramatic changes in their interpretation of the same videotaped classroom. The discourse of the seminar was examined with an eye to discerning the way in which instructors interacted with participants to help them learn to interpret the videotapes of reformed classrooms differently. After describing research methodology and theoretical orientation, four vignettes from the seminar were analyzed in which facilitative moves were made for the purpose of helping administrators attend differently to the events depicted on the classroom videotapes. (Contains 26 references.) (ASK)

ED 432 463 SE 062 696

Britner, Shari L.
Moral Voices in Environmental Education: The Relationship to Gender and Gender Orientation.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, DC.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Environment; *Environmental Education; Grade 7; Junior High Schools; Science Education; *Sex Differences; Teaching Methods

The purpose of this study was to determine if the moral voices of care and justice, as described by C. Gilligan (1982), would be expressed in the solutions to environmental dilemmas selected by 7th grade students. A further goal was to determine if those voices were differentially expressed by girls and boys, and if that difference was related to gender alone or to gender role orientation. The Environmental Dilemmas Measure of Moral Orientation Survey presented 281 urban school students with 9 environmental dilemmas and 2 response items, each resulting in

This planning guide can serve as the basis for innovative Law Day observances all over the United States. The guide offers suggestions for programs for schools and people in the community, as well as creative ways to reach the media. It also presents resources and ideas for conveying how the United States Constitution restrains unlawful arrests, unreasonable searches, secret trials, and other abuses that people around the world experience all too often. An important aspect of the rule of law, the independence of the judiciary, which protects and preserves these rights, is also highlighted. A collection of successful strategies for conducting practical law programs is contained in the guide. It concludes with information on two National Law Day Recognition Programs and details about how a teacher or community activist can receive recognition for his or her program and outstanding Law Day speech. (BT)

ED 432 487 SO 029 722

What Was George Washington's Legacy to American Constitutionalism and Citizenship? We The People...The Citizen and the Constitution.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 7p.; For the teacher's guide to "We the People...The Citizen and the Constitution," see ED 339 645. Cosponsored by the Mount Vernon Ladies Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; Presidents of the United States; Revolutionary War (United States); Social Studies; *United States History
IDENTIFIERS- *Washington (George)

This supplementary lesson to the "We the People...The Citizen and the Constitution" lessons looks at the legacy of George Washington, an influential leader in the creation of the United States. Upon completion of this lesson students should be able to evaluate, take, and defend a position on the contributions of the "Father of His Country" to the nation's traditions of constitutional government and citizenship. Background information, lesson activities, additional readings, and web-site resources are included. (MM)

ED 432 488 SO 029 733

Batt, Margaret, Comp.
Heave Away! Sea Shanties for Group Singing.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Choral Music; Class Activities; Elementary Secondary Education; Music Education; Recreational Activities; *Singing; *Songs
IDENTIFIERS- Lyrics; *Sea Chanties; *Ships; Songbooks

This collection of 38 sea shanties is suitable for singers of all ages and can be adapted for group singing in the classroom. The song collection comes in a spiral-bound book and includes chord symbols and simple harmonies, as well as background information on shanties, illustrations, and a glossary of nautical terms to help to make the songs come alive. It also has an introduction which provides a brief history of the Great Days of Sail, the

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Conflict Resolution; Elementary Secondary Education; Environmental Education; Foreign Countries; *Global Approach; International Cooperation; Social Studies; Student Development; Teacher Education; Units of Study; *World Affairs; *World Problems
IDENTIFIERS- *Global Issues; *United Nations

Today's educators face the daunting challenge of preparing new generations of young people for life in a world undergoing economic, political, and cultural changes on a scale unmatched in history. After five decades, the United Nations remains at the center of the global effort to ensure peace and the equitable enjoyment of the planet's resources. Yet instruction about the United Nations' work in the curricula and textbooks in many of schools remains inadequate. There is a vital need to enhance the education of young students regarding the ever more dynamic interconnections of their world and the central role that the United Nations plays in promoting harmonious relations among governments and peoples everywhere. Various United Nations organizations have produced practical teaching materials to help meet the need. This edition has been thoroughly updated, reflecting many innovative ideas and practices adopted by international educators. Chapter titles include: (1) "We, the Peoples--Lower Primary"; (2) "Developing Our Community--Upper Primary"; (3) "The Great World Changes--Lower Secondary"; and (4) "Challenges Ahead--Upper Secondary." Eight appendices, an index, a listing of principle editorial counselors and pedagogical advisors, and a section for comments and suggestions conclude the volume. (BT)

ED 432 510 SO 030 935

Yildirim, Ali
An Assessment of High School History Textbooks in Turkey: Teachers' and Students' Perceptions.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Foreign Countries; High Schools; *History Instruction; *History Textbooks; Questionnaires; *Student Attitudes; Student Surveys; *Teacher Attitudes; Teacher Surveys; *Textbook Evaluation; Textbook Research; Thinking Skills
IDENTIFIERS- *Turkey

This study investigates how teachers and students assess the textbooks they use in history courses at the high school level in Turkey. The study included 61 high schools in 23 provinces representing the 7 geographic regions of Turkey. Through a survey questionnaire, teachers and students were asked their perceptions of the textbooks. Then a sub-sample of the teachers and students were interviewed to collect more in-depth data on their assessment of the textbooks. The results indicated that the textbooks assist teachers in instructional planning and in preparing examinations. However, the books were found to be ineffective to some degree in terms of physical aspects, content presentation and organization, language, teaching and learning aids, and impact on students. The textbooks focus mostly on transmission of knowledge. The texts were found to be ineffective in leading students to read the information with an sensitivity. The paper suggests a number of recommendations to help promote developments in these directions, addressing them to UNESCO, ministries of education, and educational and professional associations. (BT)

ED 432 528 SO 031 018

Frese, Millie K., Ed.
Music in Iowa History.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Local History; *Music; *Musicians; *Popular Culture; *Social Studies; *State History
IDENTIFIERS- *Iowa; *Music History

This theme issue of "The Goldfinch" focuses on music as an art using sound in time to express ideas and emotions and contains articles featuring appreciations of some of Iowa's renowned musical artists. The first article gives an overview of music in Iowa's history. The next article describes Antonin Dvorak's summer sojourn in Spillville where he played for the town's residents and was inspired to compose several works. Other articles consider the jazz musician Bix Beiderbecke; the lives and works of several female composers and singers; Meredith Wilson, the composer of the Broadway hit, "The Music Man"; Simon Estes, an opera singer; Margherita Roberti, an opera singer; and Buddy Holly, of rock and roll fame. (BT)

ED 432 529 SO 031 100

Wang, Chien-Lung
National Identity and the Moral Curriculum Development Regarding "Patriotism" in Taiwan.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related paper, see SO 031 101.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Curriculum Development; Curriculum Research; Elementary Education; *Ethical Instruction; Foreign Countries; Ideology; *Patriotism; *Political Issues; Qualitative Research; Teacher Education
IDENTIFIERS- *National Identity; *Taiwan

The "moral curriculum group" of the Taiwan Provincial Institute for Elementary School Teachers' Inservice Education is developing a moral curriculum based on a new curriculum standard. But how do group members deal with the problem of Taiwan's national identity? To understand the interpersonal decision-making process regarding the "patriotism" of the moral curriculum group in the political and historical context of Taiwan, a study collected and analyzed data through qualitative research methods, including content analysis, participant observation, and interviewing. First, meanings were interpreted and ideologies were criticized regarding "patriotism" in both the curriculum standard and the textbooks. Second, audio-taped records of discussions in curriculum meetings regarding "patriotism" were analyzed. Third, to examine group members'

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; Mentors; *Preservice Teacher Education; *Service Learning; Student Teachers; Teachers; Teaching Methods; Tutoring

This service-learning handbook is designed as a resource tool to help student teachers as they prepare to become teachers. It provides information regarding varying dimensions of service learning. Part 1 includes information about policies, procedures, and practices related to service learning. It examines: what service learning is, benefits of service learning, professional terms, calendar of service-learning events, service-learning student orientation, placement procedures, basic guidelines, professional decorum of participants, suggestions for service-learning participants, service-learning tips for students, teacher or supervisor responsibilities, generic activities for participants, questions to ask teachers or supervisors, and lesson-plan format. Part 2 contains scaffold information and tips to celebrate the joys of tutoring and mentoring. Part 3 provides forms and other materials used for service learning (initial letter of contact for teacher or supervisor, service-learning attendance form, and student evaluation). (SM)

ED 432 548   SP 038 666

Morley, Laurie
Expanding Preservice Teachers' Tools for Effective Teaching.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Conference on Technology in PE and Sport (Chattanooga, TN, July 30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; Mentors; *Physical Education Teachers; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; Teacher Competencies; Teacher Effectiveness; *Teaching Skills

This paper discusses how one university infused technology into physical-education (PE) methods courses required for all students seeking K-12 certification in PE or a minor in PE. The researcher began by designing and developing interactive Internet-based course material using WebCT. She converted the course syllabus and class lecture notes and identified useful web links to help students with their learning and application of course content. WebCT's bulletin board was used to develop a volunteer national network of mentor health and PE instructors. This allowed mentors and PE methods students to engage in dialogue throughout the semester. Another network was established collaboratively with another university's health and PE instructor so students at both schools could exchange ideas and concerns. The researcher constructed several multimedia interactive tutorial programs to teach students the content used in the Physical Education Teacher Assessment Instrument. Finally, she constructed a web page that shares information; highlights students' home pages; enhances communication between student teachers, cooperating teachers, and university supervisors; and promotes the teaching program. She surveyed methods course students and mentors to determine their reaction to technology integration. Results indicated benefits include greater tolerance and empathy for individuals and groups in society, greater social awareness, better communication skills, greater self-confidence, and a stronger sense of social responsibility. Section 2 discusses mentoring and tutoring by prospective teachers, noting that this activity enables education students to become familiar with different social groups, to apply and integrate knowledge taught in different courses, and to develop professionally. The mentoring experience can teach education students about themselves and provide a means for testing their suitability to the teaching profession. Research shows that education students who provide mentoring are very satisfied with the experience. The paper concludes that mentoring and tutoring provide prospective teachers with special opportunities in the early stages of their professional development. The experience can have a significant impact on their professional growth by broadening their outlook on teaching and learning. (Contains 30 references.) (SM)

ED 432 568 SP 038 692

Sharif, Behjat A., Ed.
The Student Issue. Original Articles by Student Gammans.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Adolescents; Allied Health Personnel; Athletes; Athletics; Bisexuality; Child Health; *Comprehensive School Health Education; Consciousness Raising; Coping; Delinquency; Dental Health; Diabetes; Diversity (Student); Elementary Secondary Education; Family Life Education; Foreign Students; *Health Promotion; Higher Education; Homophobia; Homosexuality; Mexican Americans; Nutrition Instruction; Preschool Children; Preschool Education; Principals; Public Policy; Stress Management; Student Attitudes; Student Behavior; *Students; Teacher Attitudes; Tobacco; Youth Problems
IDENTIFIERS- Calcium; Health Behavior; Osteoporosis; PRECEDE Model

This collection of articles by undergraduate and graduate student Gammans includes the following: "Health Problems of Adolescents in Juvenile Detention Centers" (Anna M. Huber); "A Qualitative Study of the Motivations and Concerns of Sexual Diversity Panel Participants" (Kandice M. Johnson); "High School Freshmen Parenting Attitudes Before and After 'Baby Think it Over'" (Nancy L. Koontz); "Stress and Coping Mechanisms among Emergency Medical Technicians and Paramedics" (Angela Kay Miller); "Academic Stress of International Students: Comparison of Student and Faculty Perceptions" (Tony Russo and Sarah West); "Osteoporosis Prevention: Importance During the 'Bone Forming' Years" (Patricia A. Sargeant); "Potential Contributions of the Elementary School Principal to School Health Instruction" (Denise M. Seabert); "Mexican-Americans and Diabetes: Factors Influencing the Prevention of Diabetes According to the PRECEDE Model" (Tracey M. Smith); "Tobacco Policy in the United States: Past and Present Directions" (Susan S. Thomas); "Creatine: An Emerging Concern Regarding Sport Supplements" (Scott W. Vandiver); and "Early Childhood Caries Prevention Programs: Definitions, Recommendations, and Barriers" (Holly R. Wilson). (SM)

ED 432 569 SP 038 693

operational definitions for obtaining standardized teacher and class size variables, and show some descriptive and correlation results for these variables. (Contains 3 tables and 16 references.) (Author/SLD)

ED 432 587   TM 029 963

Results of College Admissions Testing in Texas for 1995-96 Graduating Seniors.
PUB DATE- 97
NOTE- 91p.; For the 1996-97 results, see TM 029 715.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); College Bound Students; *College Entrance Examinations; *High School Seniors; High Schools; School Districts; Schools; Scores; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment; *Scholastic Assessment Tests; Texas

Results for 1995-96 graduating seniors in Texas are reported from the College Board's Scholastic Assessment Test (SAT) I: Reasoning Test and from the American College Testing, Inc. (Enhanced) ACT Assessment. Texas statewide, district, and campus results are displayed along with aggregate results from the United States and other states. Included also are selected test score trends and scores among students groups and among selected groupings of Texas regular and special public school districts as defined by the Texas Education Agency. The report also contains state, campus, district, and various district grouping summaries of the combined SAT I and ACT results, as defined within the Texas Academic Excellence Indicator System. In 1996, the Texas mean SAT I score of 995 was 18 points below the national mean of 1,013. ACT Texas versus national score trends mirrored those for the SAT. Texas students have less academic preparation than students nationally, but percentages of students completing 20 or more credits improved from 23 per cent in 1991 to 28 per cent in 1996. Appendixes contain tables of scores by ethnicity and by district and campus. (Contains 11 tables, 2 figures, and 39 references.) (SLD)

ED 432 588   TM 029 964

Sundre, Donna L.
Does Examinee Motivation Moderate the Relationship between Test Consequences and Test Performance?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Higher Education; *Performance Factors; Student Attitudes; *Student Motivation; Tables (Data); *Undergraduate Students
IDENTIFIERS- *Consequences; *High Stakes Tests

There is substantial evidence that the disposition of test takers is central to performance. This research extends previous work by replicating the experimental design of L. Wolf and J. Smith (1995) and conducting a secondary analysis of their data to attempt to demonstrate differential effect sizes for examinees reporting varying motivation levels in consequences versus no-

Assessment; *Student Evaluation

Portfolio assessment is a rather recent concept in the evaluation of student achievement even though the separate items in a portfolio have been used for decades. Students are involved in selecting what goes into the portfolio, and which emphasizes the achievement of objectives from within the classroom. In mathematics education, the portfolio is particularly useful in helping the teacher discuss student achievement with parents. The everyday work of students is stressed in the portfolio assembly and evaluation process. Testing and measurement tend to leave out the results from everyday experiences, but portfolios focus on achievement in the classroom. Teachers, administrators, and parents need to study and analyze different philosophies related to evaluating student achievement, but the portfolio approach is one that has considerable momentum at this time. (Contains 10 references.) (SLD)

ED 432 606 TM 029 988

State Report Appendix: Arizona Student Achievement Program. Individual Percentile Rank Scores by School, District, County, and State. Grades 3 through 12. Ninth Edition.
PUB DATE- 98
NOTE- 318p.; For the 1997 report, see ED 419 018.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Counties; *Elementary School Students; Elementary Secondary Education; Mathematics Achievement; Reading Achievement; School Districts; Schools; Scores; *Secondary School Students; *State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *Arizona; *Stanford Achievement Tests

The 1997-98 school year was the 18th year of statewide student testing under the Arizona Student Achievement Program mandated by Arizona law. For the 1997-98 school year, students in grades 3 through 12 were tested using the Stanford Achievement Test, Ninth Edition (Stanford 9). This test was administered statewide to 536,254 Arizona students in the spring of 1998. Three subtests (reading, language, and mathematics) were administered to all students. This report provides school, district, county, and state level scores representing typical student performance on the Stanford 9. Sections A, B, and C provide tables of scores, one for each of the three subjects. The scores are individual percentile ranks that indicate the estimated percentage of students nationally scoring equal to or lower than the average performance indicated for a school, district, county, or state. (Contains three tables.) (Author/SLD)

ED 432 607 TM 029 989

Rampp, Lary C.; Guffey, J. Stephen
The Impact of Metacognition Training on Academic Self-Efficacy of Selected Underachieving College Students.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Students; *High Risk Students; Higher Education; Low Achievement; *Metacognition;

some resource organizations. (SLD)

ED 432 627 UD 033 042

Reducing Youth Gun Violence: An Overview of Programs and Initiatives. Program Report.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Gun Control; *Guns; Legislation; *Prevention; Program Descriptions; Program Evaluation; *School Safety; *Violence
IDENTIFIERS- *School Based Services

This report discusses a wide array of violence prevention strategies used across the United States, ranging from school-based prevention to gun market interception. Relevant research, evaluation, and legislation are included to ground these programs and provide a context for their successful implementation. The first section of the report is an executive summary that describes state-of-the-art approaches to youth gun violence prevention and intervention, reviews the status of prevention programs across the country, and suggests federal and local partnerships to implement youth gun laws and programs. Current legislation is described, and research findings on youth violence are summarized. The second section is a directory of youth gun violence programs that describes currently operating programs and provides contact information. The third section lists organizations working to get guns out of the hands of young people, with contact information and descriptions of current activities. The fourth section summarizes abstracts of 69 research reports dealing with guns and youth. (SLD)

ED 432 628 UD 033 043

Status of the District of Columbia Public Schools Readiness for the 1998-1999 School Year. Hearing before the Subcommittee on the District of Columbia of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 97p.; Serial No. 105-188.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; Court Litigation; *Educational Administration; Educational Facilities; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; School Maintenance; *School Safety; *Urban Schools
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools

A Congressional hearing was held to discuss the readiness of the District of Columbia public schools for the 1998-99 school year. In the 1997-98 school year, the District's public schools had not been able to open on time because of repair work that was not completed. After opening remarks by Congress members Thomas M. Davis and Constance Morella, Constance Newman, Vice Chairman of the District of Columbia Financial Responsibility and Management Assistance Authority, spoke about the efforts underway to improve the D.C. public schools. Arlene Ackerman, Superintendent of Schools for the District of Columbia, assured the Subcommittee that the schools would be opening on time and

Targeting Schools: Study of Title I Allocations within School Districts.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Schools; Educational Finance; Elementary Secondary Education; *Federal Programs; Private Schools; *Resource Allocation; *School Districts; Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I

Title I of the Elementary and Secondary Education Act (ESEA) is intended to support state and local efforts to ensure that all children reach challenging standards by providing additional resources for schools and students that have the farthest to go. The 1994 reauthorization of the ESEA included a number of changes to Title I allocation provisions to improve the targeting of Title I funds on the districts and schools with the highest concentrations of poverty. This study examined the impact of those changes on school-level targeting. In addition, the study examined funding for secondary schools, the impact of waivers on targeting, funding for schoolwide programs and targeted assistance schools, allocation of funds for services for private school students, and the percentage of funds retained at the district level. Data from 4 national surveys, district records from 140 school districts, Title I state performance reports, and an analysis of waivers of Title I targeting provisions were used to examine allocations. Changes in school-level allocations were studied through records form 17 urban school districts. After the reauthorization, the proportion of high-poverty schools receiving Title I funds increased, and the proportion of low-poverty schools receiving Title I funds decreased. This trend was apparent in the 17 urban school districts as well. Secondary schools were less likely to receive Title I funds, although the highest poverty secondary schools became more likely to receive funds. Only a small proportion of schools nationwide were affected by targeting waivers. Overall, the reauthorization appears to have increased the allocation of resources to disadvantaged students. An appendix discusses the methodology for analyzing within-district targeting in large cities. (Contains 38 exhibits.) (SLD)

ED 432 650 UD 033 067

Turnbull, Brenda; Welsh, Megan; Heid, Camilla; Davis, William; Ratnofsky, Alexander C.
The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools. Interim Report to Congress.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged Schools; Educational Finance; Educational Practices; Elementary Secondary Education; *Federal Programs; Longitudinal Studies; *Resource Allocation; *School Districts; Urban Schools

subjects were 18 and 24 months old. Participating were 161 toddler twins who were part of an ongoing longitudinal study of emotional development. The cross-sectional sample size ranged from 51 to 64, while longitudinal sample size with listwise deletion across all four time points was 30. The findings provided very limited support for the hypothesis that the acquisition of a distinct sense of self is associated with embarrassment reactions as they were assessed. The findings did strongly suggest that development of complexity in pretend play, self-recognition, and embarrassment run largely parallel to each other, with different rates of change. Relations between pronoun production and embarrassment were mostly mixed: some associations supported and some contradicted the developmental priority of pronoun production as a measure of self-development over embarrassment. (KB)

ED 432 362 PS 027 532

Fleet, Alma, Ed.; Robertson, Janet, Ed.
Unpacking Educational Environments: Visions from Reggio Emilia, Australia, Sweden, Denmark and the United States. A Selection of Papers Presented at the Conference (Institute of Early Childhood, Macquarie University, North Ryde, New South Wales, Australia, May 16, 1998).
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Design; *Early Childhood Education; *Educational Environment; *Educational Facilities Design; Foreign Countries; Program Design; Young Children
IDENTIFIERS- Australia (Melbourne); Early Childhood Centers; *Italy (Reggio Emilia); *Reggio Emilia Approach

These four early childhood education conference papers discuss ideas and themes to create healthy educational environments inspired by preschool sites in Reggio Emilia, Italy. The first paper, "Environmental Visions: Daisies and the Possible" (Alma Fleet and Janet Robertson), discusses the influences of Reggio Emilia. The paper notes how the environment of a center should fit its image of children: as learners and researchers; in constant relationship with their surroundings; as being capable of long investigation of media; as being able to solve important problems; as social beings; as entitled to beauty; as welcome; and as engaged in learning. The second paper, "Melbourne via Reggio Emilia" (Kerrie Trebilcock), concerns the culture of a private early childhood center in Melbourne, Australia. The paper notes how the center's culture was presented through its physical environment such as interior and exterior architecture and design, and suggests that the design of early childhood centers should: create a conducive environment for learning; provide children with a sense of achievement and ownership in the environment; and allow children a degree of freedom. The third paper, "Packing the Suitcase: What To Pack?" (Margo Hobba and Tony Hobba), presents the authors' experiences designing an early child care center in Geelong, Australia, inspired by their Reggio Emilia experience. The fourth paper, also titled "Melbourne via Reggio Emilia" (Diane Bourke), concerns refurbishment of the Junior School of Melbourne Girls Grammar in Australia. Includes a profile of conference speakers. (LBT)

ED 432 363 PS 027 601

NOTE- 7p.; For other Special Reports, see PS 027 757-758.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Weight; *Child Health; Child Welfare; *Infant Mortality; *Infants; Pregnancy; Prenatal Care; *Prenatal Influences; Social Indicators; Substance Abuse; Tables (Data); *Well Being
IDENTIFIERS- *Indicators; *Montana

This brief Kids Count report reviews principal adverse birth outcomes that affect the status of infants in Montana, including infant mortality and low birth weight. Statistics and brief summaries are provided in the following areas: (1) infant mortality (on the decline since 1989); (2) low birth rate (remaining steady from 1988 through 1992); (3) race of mother (no significant difference between white and American Indian mothers with regard to infant birth weight or mortality); (4) selective risk factors (the infant mortality rate for women who have maternal risk factors--being unmarried at time of birth, having less than a high school education, and being less than 20 years old--is markedly higher in every category); (5) substance use (of mothers who both smoke and drink during pregnancy, 12.7 percent have infants of low birth weight, more than double the overall rate of 5.8 percent); (6) prenatal care (at-risk mothers who report no prenatal care have the highest rates of low birth weight infants); and (7) infant mortality rates by county for 1993. The report also summarizes Montana outreaches to high-risk women. (EV)

ED 432 383 PS 027 757

A Report on Teen Pregnancy in Montana. 1996/97 Montana Special Report No. 2.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 13p.; For other Special Reports, see PS 027 756-758.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Births to Single Women; Child Welfare; *Early Parenthood; *Pregnancy; Prevention; Social Indicators; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Montana

This brief "Kids Count" report explores the impact of and factors that bear on teen pregnancy in Montana and ways to prevent teen pregnancy. Statistics and summaries are provided in the following areas: (1) live births to women under age 20, 1990-95; (2) Montana's unmarried teen births as compared to neighboring states; (3) number of Montana teen pregnancies, by age and race, 1995; (4) factors that bear on teen pregnancy (poverty, sexual abuse, non-marital births, school performance, media influences on youth attitudes, teens' self-reported sexual activity); (5) social impact of teen pregnancies (on early childhood development, success in school, public assistance, employment); and (6) state and county data on total pregnancies and teen pregnancies by age. The section on prevention strategies for adolescent pregnancy includes discussion of prevention goals, principles of program development, guidelines for communities, and examples of education, contraceptive access, and multi-faceted programs aimed at preventing teen pregnancy. (EV)

Care Centers, Homes and Malls.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Child Behavior; Child Caregivers; Classroom Environment; *Day Care; Day Care Effects; Parent Child Relationship; Parenting Skills; Preschool Education
IDENTIFIERS- Caregiver Attitudes; Caregiver Behavior

This booklet is a compilation of articles from a column in the "Warner Center News" written by an experienced early childhood educator on various topics related to child care. The brief articles describe the problems and pleasures that preschool children bring to child care centers, homes, markets, and malls. The articles are grouped into four sections: (1) "The Problems and Pleasures of Preschool"; (2) "Growing Up and Getting Smarter"; (3) "Easier Ways with Kids Everywhere"; and (4) "Holidays and Hot Issues." Examples of articles in the first section are "Dragging In and Hurrying Out of Child Care," "Get Me to My Work on Time," and "Helping the Five Something Child Wait for Kindergarten." In the second section are articles such as "Show and Tell Time in Preschool," "Warriors on the Preschool Playground," "Men in Child Care Centers," and "The Truly Liberated Courageous Mother's Thanksgiving." Articles in the third section include "Shopping with Children in Malls and Markets," "Terrific Twos with Terrible Tempers," "Going Broke from Birthday Parties," and "Out of Diapers and into Underwear." The last section contains articles such as "Art for Art's Sake and Stain Remover for Mom's Sake," "Running Noses and Running Children," and "Downsizing Christmas." (EV)

ED 432 403 PS 027 817

Simons, Bette
Tips for Preschool Teachers: First Aid for Bad Times with Directors, Parents, and Difficult Children.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Behavior; *Behavior Problems; *Caregiver Child Relationship; *Child Behavior; *Child Care Occupations; Parent Teacher Cooperation; Preschool Education; Preschool Teachers; Teacher Administrator Relationship; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Caregiver Behavior

This book was written for teachers, directors, and aides who have questions about the problems of working in the day care field. Part 1 of the book, "Hard Times with Directors," contains the sections: (1) "The Bad Things about Good Directors"; (2) "The Good Things about Bad Directors"; (3) "Staff Meeting Stuff"; (4) "Is In-Service Jail Service?"; (5) "So You Want to Be a Director?"; (6) "Help! My School Family Is My Real Family!"; (7) "What a Good Director Wants of You"; (8) "Leaving a Center"; and (9) "Being the Director of a Small Proprietary the climate, location, schools, and population and give each district's racial composition. A summary table lists districts' area in square miles, population, number of schools, enrollment, availability of district housing, and median family income. The Alaska Teacher Placement process includes registration, referral of job openings to qualified registrants, telephone interviews, and spring and summer job fairs. Suggestions are offered for learning about Alaska and applying for certification. The special skills and qualities needed in a small school and community are briefly discussed. Includes photographs, a map of Alaska's schools, contact information for school districts, and suggested readings. (SV)

ED 432 421 RC 022 012

Bray, Scott W.
The Emancipation Proclamation for Indian Education: A Passion for Excellence and Justice.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual National Conference on Creating the Quality School (8th, Memphis, TN, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Educational Needs; *Educational Objectives; Educational Responsibility; Educationally Disadvantaged; Elementary Secondary Education; Social Responsibility
IDENTIFIERS- Native Americans

This document addresses an educational system that is failing Native American children. Despite the trappings of equality, the system is failing to teach Native American children the essential skills of reading, writing, math, and thinking. The mission in Indian education is to enable each child to reach full potential in spirit, mind, and body by providing essential skills and ensuring that all students achieve or surpass national norms and standards. Fifteen steps are outlined that are necessary to achieve this mission. The first step is to meet students' basic needs, including cleanliness and hunger. Second, physical fitness should be emphasized by establishing programs such as 50 Mile Clubs. Third and fourth, accountability of school boards must increase, and racism must end. Fifth, school leadership must be improved. Suggested techniques include showing inspirational movies at schools and holding rallies with students. The sixth step would be to change the elementary system so that the same teacher teaches the same children from kindergarten through third grade. Seventh, students should be taught metacognitive strategies such as how to manage time and how to study. Classroom instruction should also be improved. Eighth and ninth steps involve connecting the classroom to the real world and improving reading skills. Steps 10 and 11 would improve special education services and use technology wisely. Step 12 calls for ending corporal punishment and reporting child abuse. Thirteenth, staff housing should no longer be segregated, but integrated into the community at large. As a 14th step, every school district serving Native American students must establish a private nonprofit educational foundation so that private moneys can be raised to counter cuts in Indian education funding. The 15th step in educational reform is to practice accountability in time and finances. (CDS)

DESCRIPTORS- Access to Information; change Strategies; Computer Uses in Education; Distance Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Sources; *Rural Schools; School Administration; School Districts; World Wide Web

IDENTIFIERS- *Technology Integration; *Technology Plans

This guide is intended for superintendents and central office staff in small, rural school districts who are considering ways of using technology in the classroom. It provides information about why technology is worth the trouble and what it can accomplish, lays out the basic issues and tasks involved in integrating technology into classroom instruction, and points to other necessary resources. Sections of this guide cover: (1) the benefits of computers, the Internet, and other technology for students and teachers; (2) the minimum that an administrator should know about technology; (3) where to start with regard to building interest and support and initiating a formal planning process for technology integration; (4) development of a technology plan (establishing a planning committee, forming an instructional vision, auditing current resources); (5) components of a good technology plan; (6) covering technology costs and finding new funds; (7) ongoing staff development and training; (8) assuring equitable technology access for students and teachers; (9) how to get troubleshooting help; (10) how to keep systems up-to-date; and (11) the most common pitfalls in technology planning and use and how to avoid them. Sections contain references and additional resources, many of which are available on the World Wide Web. (SV)

ED 432 438 SE 060 316

Rillero, Peter

Tropical Rainforest Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 97

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Biology; *Conservation (Environment); *Ecology; Educational Strategies; Elementary Secondary Education; Entomology; *Environmental Education; *Rainforests; *Science Activities; Science Curriculum; Scientific Literacy

IDENTIFIERS- ERIC Digests

This digest provides four guideposts for tropical rainforest education: (1) structure; (2) location and climate; (3) importance; and (4) conservation of resources. Research is cited and background information provided about the layers of life and the adaptations of life within the tropical rain forest. Aspects of life within and near rain forests are discussed and include biodiversity, peoples, foods, medicines, products for world consumption, and world climate. The role that rain forest education can play in developing scientific literacy is also discussed in terms of organizations and programs, the hamburger connection, and in the reduction in the use of tree resources. Contains 12 references. (DDR)

ED 432 439 SE 060 317

Balas, Andrea K.

18 items and 2 subscales, one designed to measure the care orientation in response to environmental situations, the other designed to elicit the justice orientation. Results showed that the three-item care scale was strongly associated with the female participants in the study, lending support to the extension of Gilligan's theory into the area of environmental science. When controlled for gender role orientation, the association of the care voice with sex was eliminated. The feminine gender role orientation was the stronger determinant of the care voice for the participants of this study. Environmental education is being integrated into an increasing number of science curricula. If consistent gender differences are found in the evaluation of environmental dilemmas, it will be important for educators to be aware of these differences so that they can teach to each student's strengths, and consider them when designing programs and assessments. Contains 46 references. (CCM)

ED 432 464 SE 062 697

Youth Development and the Environment.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation Education; Elementary Secondary Education; *Environmental Education; Foreign Countries; Higher Education; Resource Materials; *Science Activities; *Student Leadership; Sustainable Development
IDENTIFIERS- Peace Corps

This booklet introduces ideas, concepts, and examples that combine youth development and environmental activities. These activities make a conscious effort to develop leadership skills and capacities in young people while involving them in conserving the environment. This publication is aimed at interested youth, Peace Corps volunteers and their counterparts, Peace Corps staff, teachers, local or national government officials, parents, and community members. Contents include: (1) "Youth Development and the Environment"; (2) "What's It All About?"; (3) "It's About Youth Learning by Doing"; (4) "Why This Booklet?"; (5) "The Basics of Youth Development"; (6) "Guidelines for Youth Empowerment"; (7) "Qualities of Effective Youth Workers"; (8) "Sustainability"; (9) "What's Happening in the Field"; (10) "Youth Ecology Camps"; (11) "Youth Ecology Clubs"; (12) "Youth Conservation and Service Corps"; (13) "Income Generation"; (14) "How The Center Can Help?"; (15) "Resource Organizations"; (16) "Some Ways to Use This Booklet"; and (17) "Tell Us What You Think." (CCM)

ED 432 465 SE 062 698

Molyneux-Hodgson, Susan; Mochon, Simon
Mathematical Practices in the Sciences: The Potential of Computers as a Modelling Tool.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

evolution of the sea shanty form, and a description of the various types of shanties, topics of which were drawn from shipboard operation, general grousing about life at sea, historic heroes, and, last but not least, women, usually those of "easy virtue" in seaport towns. The format used in the collection is to give the complete shanty, including refrains and chorus, with the music. In addition, the background notes given with each shanty include its use aboard ship. Illustrations throughout the book show types of ships and the work aboard them. The volume concludes with a diagram showing the names and locations of the sails on a three masted square rigger. (BT)

ED 432 489   SO 029 752

Osterman, Leah, Ed.; Logan, Claudia
Thomas Jefferson: A Teacher's Guide and Video Segment Index.
PUB DATE- 97
NOTE- 47p.; Accompanying 180 minute indexed two-videotape set is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Television; Elementary Secondary Education; Instructional Materials; *Presidents of the United States; *Revolutionary War (United States); Social Studies; Teaching Guides; United States History
IDENTIFIERS- Declaration of Independence; *Jefferson (Thomas); Portraits

This teacher's guide accompanies the Public Broadcasting System (PBS) two-part videotape documentary that uses portraits and paintings, original architectural drawings and excerpts from Thomas Jefferson's journals, letters, scientific papers, and political writings to tell the story of this remarkable yet contradictory man. The guide introduces the documentary's major themes through 5 lessons which focus on the events, people, and philosophies that shaped Jefferson's life. Because portraits are used throughout the documentary to portray Jefferson at various stages in his life, this guide includes an introductory lesson on how to view and interpret portraits. Each subsequent lesson gives an activity that asks students to consider how they might, through the use of portraits, portray Jefferson at various stages of his life. The lessons are: (1) "Images of Jefferson"; (2) "Liberty: Our Sacred Honor"; (3) "The Head and the Heart"; (4) "Age of Experiments"; and (5) "The Pursuit of Happiness." Each lesson includes background information, discussion questions, activities for individual, small group, or whole class involvement, and a bibliography. The accompanying video segment index indicates the volume, hour, minute and second that material about a key event, theme, place, or person featured in the video will occur. There are an alphabetical index and a subject index focusing on events, issues, organizations and groups, people, and places. (MM)

ED 432 490   SO 029 753

Lewis & Clark: The Journey of the Corps of Discovery. Teacher's Guide and Video Segment Index.
PUB DATE- 98
NOTE- 56p.; Accompanying 240 minute indexed four-videotape set is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

interest, to develop an understanding of the content area, to develop thinking skills, and to foster positive attitudes toward the subject. Includes two tables of data and 14 references. (BT)

ED 432 511 SO 030 936

Bembenutty, Hefer
Sustaining Motivation and Academic Goals: The Invaluable Role of Academic Delay of Gratification.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *College Students; *Delay of Gratification; Goal Orientation; Higher Education; Multivariate Analysis; Need Gratification; Psychological Needs; Social Science Research; *Student Motivation; *Student Needs
IDENTIFIERS- Volitional Skills

A study examined college students' academic delay of gratification, that is, their preference for an immediately available option (go to a concert the day before a test) or a delayed alternative (stay home studying for a test). Differential explanations of academic delay of gratification between task, performance approach, and performance-avoid goal-oriented college students (n=102) also were examined, as well as their motivational tendencies and use of volitional strategies. Results showed that differences between task, performance-approach, and performance-avoid goal-oriented college students are highly related to their different motivational tendencies and use of volitional strategies. Goal orientation of mastery and understanding academic tasks is related to students' preference for activities that would facilitate attainment of long-term academic goals. Likewise, competing for grade is related to greater preference for delay of gratification to secure long-term academic achievement. In contrast, having a performance-avoid goal orientation is associated with the high value of the delay alternatives but at the same time with little use of volitional strategies. Further, task engagement for the sake of mastering the task or for the sake of showing ability and skills is associated with thinking and considering long-term goals. In contrast, avoiding task engagement is associated with learners' short-term thinking that will preclude them from delaying gratification, which in turn is necessary for long-term academic success. Contains 90 references, two tables of data, and one figure; appendixes contain sample scales. (Author/BT)

ED 432 512 SO 030 937

Makkawi, Ibrahim
Collective Identity Development among Arab-Palestinian Students in Israel: Context, Content, and Process.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

thoughts and the accuracy and objectivity of the interpretation, some group members were interviewed. Finally, literature regarding the political change in Taiwan was analyzed to understand the political and historical context of curriculum development. It was found that the decision-making process of the "moral curriculum group" could be divided into two stages: (1) the "editing group" made the initial decisions in editing the textbooks; and (2) the final decisions were made in curriculum meetings based on the initial decisions. Decisions regarding "patriotism," influenced greatly by political circumstances in Taiwan, were not only made based on group members' personal ideology, but also through arguments, negotiations, and compromises among members with different political standpoints. After martial law was abolished in 1987 and former President Chiang Chin-Kuo died in 1988, Taiwanese society became more democratic, and "Chinese Identity" gradually lost its political base and legitimacy and was eventually replaced by "Taiwanese Identity." However, the curriculum group members still tended to avoid using the terms "Taiwan" and "Taiwanese" in textbooks. This leads to confusion in national identity regarding "patriotism" in the moral curriculum. Contains 11 references. (BT)

ED 432 530 SO 031 101

Wang, Chien-Lung
National Identity and the Controversies Regarding the New Subject: "Knowing Taiwan" in the R.O.C.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related paper, see SO 031 100.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Cultural Context; *Curriculum Development; Curriculum Research; Foreign Countries; Junior High Schools; *Political Issues; Qualitative Research; Research Methodology; Textbook Content
IDENTIFIERS- *National Identity; *Taiwan

To understand the decision-making process of the new subject "Knowing Taiwan" in the political and historical context of Taiwan, a study collected and analyzed data through qualitative research methods, including content analysis and interviews. Methodology was based on hermeneutics and critical theory. First, meanings were interpreted and ideology was criticized regarding national identity in the new subject in both the curriculum standard and the textbooks through comparison with the ideology in other junior high school subjects. Second, data were collected regarding the political change of Taiwanese society to understand the political and historical context of the controversies related to the new subject. Third, controversies regarding the new subject were collected and analyzed. Finally, to understand committee members' thought further and to examine the accuracy and objectivity of the interpretation, some members were interviewed after the analysis of the curriculum content and political context. Findings suggest that (1) the ideology of "Chinese Identity" has been gradually replaced by "Taiwanese Identity" in curriculum development regarding national identity; (2) because of continuing controversy about Taiwan's relationship to China, curriculum content regarding national identity remains ambiguous; (3) the ideology of "Taiwanese Identity" seems to be that the mentors liked the experience much more than the students, though both groups considered the experience enjoyable and were glad they had participated. (Contains a list of Internet resources.) (SM)

ED 432 549 SP 038 667

Gish, Steven C.
"Mr. Gish, May I Go to the Bathroom?" My First Year as a High School Teacher.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; High Schools; Journal Writing; Personal Narratives; *Secondary School Teachers; Teaching Experience

This book presents the narrative of one educator's first year as a high school teacher. The teacher was a former lawyer who returned to college to get his teaching certification. The book uses the teacher's reflections from the journal that he kept throughout the school year. It is divided into weeks. It begins with a chapter about the day before classes started, and the subsequent chapters examine weeks 1-39 of the school year. The final chapter, written in April of his second teaching year, presents a look back and a look ahead, reflecting on what he learned from his experience and how he will do things differently as a result. (SM)

ED 432 550 SP 038 668

Green, Jill
Data Dance: An Interactive Movement Forum.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; *Creativity; Creativity Research; *Dance Education; Educational Research; *Females; Feminism; Higher Education; Instructional Innovation; Motion; Student Journals; Student Teachers; Undergraduate Students
IDENTIFIERS- *Dancers; Postmodernism; *Somatization

This paper describes and discusses the interactive movement forum and the process of working on it as data itself. The paper revisits the theme of the creative process from a postmodern perspective, particularly considering creativity in relationship to women's bodies and detailing the problematic aspects of working with students in an artistic pursuit within a pedagogical context. In the study described in this paper, somatic practice was used as a tool to investigate the body perceptions and experiences of undergraduate dance-education majors. Five female students took part in a somatics/creativity project within a university-level instructional setting at a state university in the south. The students kept journals and wrote body stories based on their previous experiences in dance and what they were learning during the project. The paper details and analyzes what happened during the course and

Dreikurs, Rudolf; Brunwald, Bernice Bronia; Pepper, Floy C.
Maintaining Sanity in the Classroom. Classroom Management Techniques. Second Edition.
PUB DATE- 98
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Problems; Children; *Classroom Techniques; Delinquency; Democratic Values; Disadvantaged; *Discipline; Elementary Secondary Education; Family Influence; Gifted; Group Discussion; High Risk Students; Homogeneous Grouping; Intelligence Quotient; Intelligence Tests; Learning Disabilities; Lying; Parent Participation; Parent Teacher Conferences; Parent Teacher Cooperation; Reading Difficulties; Special Needs Students; Stealing; *Student Behavior; Students; Teacher Expectations of Students; Teacher Student Relationship; Teachers
IDENTIFIERS- Adlerian Psychology; Fighting

This book, based on Adlerian psychology, applies the techniques of motivation modification to realistic classroom problems, dealing step-by-step with handling behavior difficulties and providing the background that enables student teachers to understand the group dynamics of various classroom situations. The book is divided into five parts with 30 chapters. Part 1, "Theoretical Premises," includes (1) "Development of the Child's Potential," (2) "Goal Directed Behavior," (3) "The Four Mistaken Goals," (4) "Private Logic: A Diagnostic Technique for Understanding Behavior," (5) "Changing the Child's Goals," (6) "The Family Atmosphere," and (7) "The Family Constellation." Part 2, "Effective Democratic Methods," includes (8) "The Democratic Versus the Traditional Classroom," (9) "Discipline and Order," (10) "Winning Over the Child," (11) "Encouragement," (12) "Logical Consequences Versus Arbitrary Punishment," (13) "The Structure of the Group," (14) "Group Discussions in the Classroom," (15) "Specific Techniques: Group Discussions," and (16) "Training Children to Understand Behavior Through the Use of Stories." Part 3, "Coping with Special Academic Problems," includes (17) "Learning Disabilities," (18) "Reading Difficulties," (19) "Culturally Deprived Children," (20) "Pseudoretardation Referred to as Stupidity," (21) "Gifted Children and Homogeneous Grouping," and (22) "I.Q. Tests." Part 4, "Coping with Special Behavior Problems," includes (23) "The Adolescent," (24) "Juvenile Delinquency," (25) "Stealing," (26) "Lying and Swearing," and (27) "Fighting." Part 5, "Parental Involvement," includes (28) "Parent-Teacher Conferences," (29) "The Family Council," and (30) "Parent Education." (SM)

ED 432 570 SP 038 694

Darling-Hammond, Linda
Reshaping Teaching Policy, Preparation, and Practice. Influences of the National Board for Professional Teaching Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

consequences situations. The second phase of the study investigated the hypothesis that examinee motivation and item type moderate the relationship between test consequences and test performance by expanding the Wolf and Smith design to include multiple-choice and essay test items. Ninety undergraduate psychology majors participated in the study. The study supported previous findings concerning increases in self-reports of motivation and enhanced test performances in testing situations with consequences. The motivation subscores of Importance and Effort were found to be useful, and for some of the hypotheses the two scores behaved differently and in accord with expectations concerning the construct and context. The effect sizes observed for motivation and performance in the essay format compared to the multiple-choice were among the largest obtained in the study. (Contains 2 figures, 14 tables, and 9 references.) (SLD)

ED 432 589 TM 029 965

Shermis, Mark D.; Koch, Chantal Mees; Page, Ellis B.; Keith,
  Timothy Z.; Harrington, Susanmarie
Trait Ratings for Automated Essay Grading.
PUB DATE- 99
NOTE- 30p.; Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Automation; College Students; Construct Validity; *Essays; *Grading; High School Students; High Schools; Higher Education; Interrater Reliability; Test Scoring Machines
IDENTIFIERS- *Project Essay Grade

This study used Project Essay Grade (PEG) to evaluate essays both holistically and with the rating of traits (content, organization, style, mechanics, and creativity) for Web-based student essays that serve as placement tests at a large Midwestern university. In addition, the use of a TopicScore, or measure of topic content for each assignment, was incorporated into the PEG model to determine how well it would correlate with the five traits. In the first experiment, essays from 500 students were used to create statistical predictions for the PEG software. In the second experiment, the ratings from 300 essays were compared with ratings from 6 human judges. The interjudge correlation of the raters was only 0.51, but the prediction of all 6 judges, in the blind test, reached 0.83 for the PEG program. Of the five traits, "content" and "creativity" had the highest interjudge correlations. The new TopicScore correlated most highly with content, providing some measure of PEG's construct validity. The PEG software was an efficient means of grading the essays, with approximately six documents graded per second. (Contains 3 figures, 6 tables, and 15 references.) (Author/SLD)

ED 432 590 TM 029 966

Tobias, Sigmund; Everson, Howard T.; Laitusis, Vytas
Towards a Performance Based Measure of Metacognitive Knowledge Monitoring: Relationships with Self-Reports and Behavior Ratings.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

*Self Efficacy; Student Attitudes; *Training
The effectiveness of training in metacognitive techniques on the academic self-efficacy of students was studied in a population of college students deemed "at risk" because of low scores on the ACT Assessment. Six students completed the 8-week training in metacognitive skills. The study null hypothesis was that knowledge about metacognition would not increase self-efficacy regarding academics. Data indicate that the training did have a significant impact on the self-efficacy of the student participants. The control group (n=25) did not show the same level of improvement in student self-efficacy as the treatment group. Implications for fostering feelings of self-efficacy are discussed. Four appendixes contain the study instruments. (Contains 3 figures and 110 references.) (SLD)

ED 432 608 TM 029 990

Klieme, Eckhard; Clausen, Marten
Identifying Facets of Problem Solving in Mathematics Instruction.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Factor Structure; Foreign Countries; Grade 8; International Studies; *Junior High School Students; Junior High Schools; *Mathematics Instruction; *Problem Solving; Research Methodology; Videotape Recordings
IDENTIFIERS- Germany; *Third International Mathematics and Science Study
Facets of problem solving instruction (PSI) were studied in German mathematics classrooms. Nine different facets of PSI were identified from the research literature, and a video rating form was developed to assess these facets and teacher effectiveness. Videotaped mathematics lessons (n=147) for German eighth graders from the sample for the Third International Mathematics and Science Study (TIMSS) were rated, each by 2 raters. Some of the PSI facets were seen very rarely. Results from factor analyses show that the facets have a three-dimensional structure. Although these facets were not directly related to achievement and learning, they were related to lesson characteristics and aspects of classroom discourse. Correlations with the student ratings of frequencies of various instructional activities also support the validity of the PSI facets. A reasonable degree of teacher effectiveness can be regarded as a precondition for a constructivist problem-solving approach. (Contains 5 tables, 2 figures, and 10 references.) (SLD)

ED 432 609 TM 029 992

Arenson, Ethan A.
Statistical Linkages between State Education Assessments and the National Assessment of Educational Progress.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Sacramento Statistical Association (Sacramento, CA, March 31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

that improvements to facilities and to instruction were ongoing. Colonel Bruce Berwick of the Army Corps of Engineers, responsible for engineering technical assistance to the school system, emphasized that all schools would be able to open in safe conditions by September 1, 1998, even though all capital projects would not be completed. Arthur Turowski, Director of Portfolio Management for the Public Buildings Service of the National Capital Region of the General Services Administration, reviewed the role of that agency in the facilities repair and improvement process. Additional statements were made by these witnesses: (1) Maudine Cooper, Chairman of the school system's Emergency Transition Board; (2) Wilma Harvey, President of the elected School Board; and (3) Carlotta C. Joyner, of the U.S. General Accounting Office. Constance Newman and Arlene Ackerman summarized issues facing the D.C. schools and touched on areas related to academic achievement and the situation of charter schools. The prepared statements of each witness follow their testimony. (SLD)

ED 432 629   UD 033 044

Reed, Wornie L.
The Economic Status of the African American Family.
PUB DATE- 96
NOTE- 54p.; Revised version of a paper presented at the Annual Conference on the African American Family of the Urban League of Greater Cleveland (4th, Cleveland, OH, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Disadvantaged Youth; *Economic Factors; Family Characteristics; *Family (Sociological Unit); Income; Low Income Groups; Models; *Poverty; *Socioeconomic Status; *Urban Youth
IDENTIFIERS- African Americans; *Ohio (Cleveland)

This paper describes the economic status of the African American family in Cleveland (Ohio) and in the United states as a whole and describes a model of interactions of social forces and economic factors that have influenced the declining earnings of African American families. The proportion of African American families in poverty in the United States climbed from 20 per cent in 1969 to nearly 30 percent in 1994, and in Cleveland, the poverty rate has risen in a similar fashion. In the same period, the black unemployment rate has doubled. Some phenomena that have major roles in the economic well-being of African American families are the ongoing restructuring of the economy, crime and the incarceration of African American males, family structure, demographic trends in gender ratios, and continuing educational failures. The proposed model includes these factors, but does not include racism and the part it plays in the economic status of African American families. An appendix contains supporting tables and figures. (Contains 15 figures, 5 tables, and 22 references.) (SLD)

ED 432 630   UD 033 045

Schwartz, Wendy
Family Math for Urban Students and Parents. ERIC/CUE Digest, Number 146.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

IDENTIFIERS- *Elementary Secondary Education Act Title I

This interim report provides findings on Title I services and policies and on instructional practices and their impact on student performance over the first 2 years of the Longitudinal Evaluation of School Change and Performance (LESCP). The LESCP is being conducted in 71 elementary schools in 7 states and 18 school districts that moved early to implement standards, align assessments, and adopt other elements of reform policy. The study has already identified some teacher variables associated with different rates of growth in student performance in reading and mathematics in high-poverty Title I schools. The study has also identified variation across policy environments in teachers' views and the professional development they have experienced. In the future, the study will focus on other relationships among: (1) interventions intended to influence classroom practice; (2) actual practices reported by teachers; and (3) results for students. Results to date confirm that there are no simple answers, but this research will continue to consider Title I impact on educational reform and academic achievement. Two appendixes contain additional information on study methodology and a discussion of the relationship between student test score gains and teacher responses to survey items. (Contains 83 tables and 10 references.) (SLD)

ED 432 651 UD 033 068

Estepa, Andrea, Ed.; Kay, Philip, Ed.
Starting with "I": Personal Essays by Teenagers.
PUB DATE- 97
NOTE- 199p.; Foreword by Edwidge Danticat.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Educational Environment; *Essays; Experience; *Life Events; *Personal Narratives; Racial Discrimination; School Role; School Safety; Secondary Education; *Student Attitudes; Violence

In personal essays, teenagers express their views on serious subjects like violence, racism, and teen parenting, and discuss common teen experiences like dating, getting a job, and starting college. This collection contains the following: (1) "Brotherly Love" (Jessica Vicuna); (2) "How To Survive Shopping with Mom" (Chris Kanarick); (3) "A Shortcut to Independence" (Anita Chikkatur); (4) "My Father: I Want To Be Everything He's Not" (Troy Sean Welcome); (5) "Saying Goodbye to Uncle Nick" (Josbeth Lebron); (6) "Dad's Home Cooking" (Loretta Chan); (7) "Home Is Where the Hurt Is" (Zeena Bhattacharya); (8) "The Crew from the Parking Lot" (Ferentz Lafargue); (9) "At Home in Coney Island" (Sheila Maldonado); (10) "Antigua: Almost Paradise" (Jillian Braithwaite); (11) "Chinese in New York, American in Beijing" (Kim Hoang); (12) "A 'Nice' Neighborhood...Where Nobody Knows My Name" (Sung Park); (13) "Revenge in the Hood: A Deadly Game" (Michelle Rodney); (14) "I Ain't Got No Culture" (Lara Coopey); (15) "Yo, Hollywood! Where Are the Latinos At?" (Jessica Vicuna); (16) "Color Me Different" (Jamal Greene); (17) "The 'N' Word: It Just Slips Out" (Allen Francis); (18) "My Lebanese Passport" (Mohamed Bazzi); (19) "Asian by Association" (Jessica Vicuna); (20) "My Journey Home" (Anna Song); (21) "Single and Lovin' It" (Latrice Davis); (22) "Dream Girl" (Rance Scully); (23) "Tired of Being a Target" (Loretta Chan); (24) "A Girl Takes Control" (Troy Sean Welcome); (25) "I Hated Myself" (David Miranda); (26) "What Would You Do If I Was Gay?" (Gina Trapani); (27) "My First Love: Too Much, Too Soon" (Anonymous); (28) "Becoming a Vegetarian: A Matter of Taste"

Siegel, Daniel J.
The Developing Mind: Toward a Neurobiology of Interpersonal Experience.
PUB DATE- 99
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attachment Behavior; *Brain; Child Development; Cognitive Processes; Emotional Experience; Evolution; Individual Development; *Interpersonal Relationship; Memory; Models; *Neurology; *Neuropsychology; Parent Child Relationship; Significant Others; Theories
IDENTIFIERS- *Brain Development; Neurobiology

This book synthesizes information from a range of scientific disciplines, including neuroscience, developmental psychology, and psychiatry, to explore the idea that the mind emerges at the interface of interpersonal experience and the structure and function of the brain. Each chapter explores a major domain of human experience. Following an introductory chapter discussing the organization of the brain and brain development, chapter 2 summarizes memory research, focusing on how earliest life experiences shape what and how we remember and the way we form the narrative of our lives. Chapter 3 examines attachment relationships in childhood and adulthood, highlighting how repeated patterns of interaction shape what children recall and how representational processes develop. Chapter 4 explores the role of emotion in shaping interpersonal relationships and the human mind. Chapter 5 reviews the way the mind creates mental representations of experience. Chapter 6 examines how different mental processes are organized within a state of mind to allow disparate activities of the brain to become cohesive at a given moment. Chapter 7 explores how complex systems, such as the mind and interpersonal relationships, regulate the flow of their states. Chapter 8 examines the nature of the connections between minds and offers examples from psychotherapy to illustrate how communication patterns help determine the ways in which self-regulation emerges. Chapter 9 discusses how the self creates a sense of coherence across time as various self-states become active, and stresses the coherence of autobiographical narratives as an assessment of such integration. Contains approximately 500 references. (KB)

ED 432 364 PS 027 617

Hart, Betty; Risley, Todd R.
The Social World of Children: Learning To Talk.
PUB DATE- 99
NOTE- 301p.; With the Schiefelbusch Institute for Life Span Studies, the University of Kansas.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Birth Order; *Caregiver Speech; Child Development; *Child Language; Family Environment; Grammar; Individual Development; Individual Differences; *Language Acquisition; Longitudinal Studies; Observation; Parent Child Relationship; *Parents; Sex Differences; Social Differences; Verbal Ability; *Vocabulary Development; *Young Children
IDENTIFIERS- Mean Length of Utterance; Word Learning

This book is the second to present the results on a study of how children's practice of speech, as shaped by family interaction, affects learning to talk. Participating in the study were 42

ED 432 384 PS 027 758

A Report on Traffic Safety and Montana's Children. 1999 Montana Special Report No. 1.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 9p.; For other Special Reports, see PS 027 756-757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; Adolescents; Child Welfare; *Children; Restraints (Vehicle Safety); Social Indicators; Tables (Data); *Traffic Accidents; *Traffic Safety; *Well Being
IDENTIFIERS- *Indicators; *Montana

This brief Kids Count report looks at major problems, available data, and some solutions for Montana's children as passengers in and drivers of vehicles on Montana's roads and highways. The report also presents information about adults' roles and responsibilities for preventing traffic accidents and protecting children. Facts presented in the report include: (1) motor vehicle crashes are the leading cause of death for Montana children from age 1 to 15; (2) if a driver is unbuckled, 70 percent of the time children riding in that car are also unbuckled; and (3) use of seat belts on all roads in Montana was 72.6 percent in 1997. The report discusses proper use of vehicle restraints with infants and children, the Montana Child Occupant Protection Training Program, and sources of further information. (EV)

ED 432 385 PS 027 761

Shane, Ruth
Making Connections: A "Number Curriculum" for Preschoolers.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Mathematics Activities; *Mathematics Curriculum; Mathematics Education; *Number Concepts; *Preschool Curriculum; Preschool Education

This paper discusses a one-page curriculum outline for a preschool mathematics program in Israel. The curriculum was developed in the course of preservice and inservice teacher education programs in Israel, and the mathematics activities offered to support the curriculum were developed by student teachers there. The curriculum starts from Ginsburg's (1977) recommendation to focus directly on numbers, not on readiness for learning numbers, and also draws on the work of Payne and Rathmell (1975), Gelman and Gallistel (1986), Resnick (1983), and Barrata-Lorton (1972, 1979). The curriculum integrates the NCTM (National Council of Teachers of Mathematics) Standards (1989) with specific learning expectations for children age 2 to 5. Within the curriculum, three assumptions state how young children learn mathematics: (1) by confronting tasks/problems which offer a variety of solution strategies; (2) by engaging in meaningful conversation with partners and in small groups about the tasks/problems: describing, explaining, deciding, considering; and (3) by encountering the mathematics in familiar situations: stories, songs, familiar games. The curriculum outline itself is a mapping of the conceptual contents: what young children learn about numbers. This extends

School." Part 2, "Hard Times with Parents," contains the sections: (1) "Helping Parents to Drop Off Children"; (2) "School Family vs. Gym Space"; (3) "Parents at Risk"; (4) "Getting Picked On at Pick Up Time"; (5) "When Parents Hit Your Kids at Home"; (6) "Some Things Parents Won't Tell You"; (7) "Power Plays"; (8) "Ways to Help Parents"; (9) "When Staff Have Children in School"; and (10) "Some Ways that Parents and Child Care Centers Peeve Each Other." Part 3, "Hard Times with Difficult Children," contains: (1) "Who's a Tough Kid?"; (2) "Bullies"; (3) "When Children Can't Be Touched"; (4) "The Ideal Teacher"; (5) "Is Your Classroom Aide a Third Hand or One Child Too Many?"; (6) "Caring for Kids with Special Needs"; (7) "Each Minute Counts"; (8) "Take a Close Look at Taking Turns"; (9) "What's Behind Squeezing and Mess Making?"; (10) "Sobbing Children"; (11) "Will Children Take after You Someday?"; (12) "Why Is Circle Time a Circus?"; (13) "Are Children Watching Teacher's Disagreements?"; (14) "Children Who Are Spanked"; (15) "Sane Celebrations"; (16) "First Aid for Working with a Difficult Child"; (17) "Conflicts with Center Policies"; (18) "Teacher's Differences Have an Effect on Children"; and (19) "The First Aid Kit of Words." (EV)

ED 432 404　　　　PS 027 818

Early Childhood Development Policy for Beginners. Booklet 1.
PUB DATE- 96
NOTE- 39p.; For Booklet 2, see PS 027 819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Educational Improvement; Educational Objectives; Foreign Countries; Government Role; *National Standards; Pilot Projects; *Policy Formation; Program Descriptions; Teacher Education
IDENTIFIERS- *South Africa

The goal of this booklet is to provide stakeholders in South Africa's early childhood development (ECD) system with information about the government's Reception Year Pilot Project and to help them understand ECD as part of a wider education and training policy. The booklet is divided into two sections. Section 1 describes the Reception Year Pilot Project and discusses how young children, the people who care for them, and organizations working in ECD can become involved in the project. (The "reception year" is defined as the first year of formal schooling.) Issues addressed in the first section include implementation of the reception year and distribution of project funds in five areas: (1) subsidies for community-based ECD services; (2) contracts for ECD training organizations; (3) accreditation of ECD practitioners working in the services that are involved in the project; (4) development of the interim policy for ECD into a final policy; and (5) a publicity and information campaign. Section 2 provides a bigger picture of policy development for national education and training, introducing the National Qualifications Framework and explaining how ECD fits into that framework. Information in both sections is presented as a discussion between a person from the National Educare Forum (producers of the booklet) and a group of parents and ECD practitioners. (EV)

ED 432 405　　　　PS 027 819

Jordi, Richard
Early Childhood Development Policy for Beginners. Booklet 2.

ED 432 422 RC 022 013

Rodgers, Julia; Lyon, Lilli
Hispanic Families in Our School: Knowing the Roots of Our Growing Branches.
PUB DATE- 99
NOTE- 55p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Cultural Awareness; Cultural Influences; *Cultural Traits; Elementary Education; Elementary School Students; *Hispanic American Culture; *Hispanic Americans; *Limited English Speaking; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Spanish Speaking; Student Attitudes; Student School Relationship; Surveys

Two English as a Second Language (ESL) teachers looked at parent involvement and cultural traits of Hispanics to better incorporate local Hispanic families into their school system. The project took place at Chamberlain Elementary School in Goshen, Indiana, in 1998-99. The school enrolls about 314 students, of whom approximately 94 are from Spanish-dominant homes. Case studies of four ESL students illustrate certain themes: low proficiency in both English and Spanish, rebellion against traditional female roles, use of curanderas (traditional healers), importance of knowing students' family situations, and family support of academic success. A literature review focused on the process of acculturation, Hispanic parent involvement in the education process, and education in Mexico. Project surveys asked parents about their educational experiences, their home activities, and their communications with the school, and asked ESL students to write a paragraph explaining how they were able to succeed in school. The project helped teachers to understand reasons for some discouraging student behaviors and to avoid assumptions regarding parents' English language proficiency. Teachers came to realize that cultural differences affect the ways in which students and parents react to the school system. Teachers were encouraged by the fact that many parents face difficulties, yet still support their children's education. Contains 48 references, the parent survey, and figures. (CDS)

ED 432 423 RC 022 015

Howley, Craig B.
Academically Able Rural Kids: How To Keep Them on the Farm When You Can't Even Keep Farming.
PUB DATE- 99
NOTE- 51p.; Speech presented at the Inaugural Wallace Family National Conference on Gifted Education in Rural Schools (Iowa City, IA, May 21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Educational Philosophy; Elementary Secondary Education; Farmers; Happiness; Life Satisfaction; *Quality of Life; *Role of Education; *Rural Education; Social Attitudes; Work Ethic; World Views

The Mathematics and Reading Connection. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Concept Formation; Constructivism (Learning); *Content Area Reading; Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; *Mathematics Instruction; Metacognition; *Numeracy; Science Activities; Science Curriculum; *Writing Across the Curriculum
IDENTIFIERS- ERIC Digests

This digest describes an interdisciplinary approach to instruction based on the relationship between reading, writing, and arithmetic. Questions related to which language learning strategies apply to mathematics, the perspectives of the National Council of Teachers of Mathematics (NCTM) regarding this approach, the impact of reading on mathematical process and skills, and the nature of mathematical literacy are answered with regard to students in kindergarten through tenth grade. (DDR)

ED 432 440 SE 060 371

Thomson, Barbara S.; Mascazine, John R.
Attending to Learning Styles in Mathematics and Science Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Psychology; *Cognitive Style; Concept Formation; Constructivism (Learning); Educational Change; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education
IDENTIFIERS- ERIC Digests

This digest features a review of learning styles research with a focus on the Dunn model of learning styles which delineates five types of stimuli: (1) environmental; (2) emotional; (3) sociological; (4) physical; and (5) psychological. Issues related to practical applications of the Dunn model to mathematics and science education, learning styles, and educational reform are discussed. (DDR)

ED 432 441 SE 060 391

Durkin, Bernard
Block Scheduling: Structuring Time To Achieve National Standards in Mathematics and Science. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; *Computer Uses in Education; Foreign Countries; *Mathematical Models; Physics; *Science Instruction; Secondary Education; *Spreadsheets
IDENTIFIERS- England (London); Mexico (Mexico City); *Representations (Mathematics)

This paper is concerned with the role of spreadsheets as a tool for the development of mathematical models in science, one aspect of a collaborative project which worked with two groups of pre-university students from Mexico and the United Kingdom. The purpose of the modeling activities designed was to engage students in creating an "artificial world" as a window into a science phenomenon to be explored and studied in detail. The models proposed were a combination of "exploratory" and "expressive" activities. Students constructed spreadsheet models guided by paper-based worksheets. They were asked to construct graphs relating variables of the model and to investigate the effects of varying different parameters, corresponding to different physical situations. It is concluded that the spreadsheet provides the opportunity to connect different mathematical representations and retains aspects of the science problem within the spreadsheet layout, functions, and the representations themselves. (ASK)

ED 432 466 SE 062 701

Adapting Environmental Education Materials.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Instructional Materials; *Media Adaptation; Outdoor Education; Resource Centers; Service Learning; *Teaching Methods
IDENTIFIERS- Peace Corps

This publication provides Peace Corps volunteers and others who conduct environmental education activities in schools, environmental education centers, parks, and communities with the tools to adapt existing environmental education resources to local environmental issues, cultures, and audiences. Sections include: (1) the process of adapting materials, which includes review, evaluation, and steps for adapting; (2) specific examples in which good materials were adapted to be relevant to diverse settings; (3) a training design and several training plans that can be used to introduce and practice adaptation techniques in workshops for educators; and (4) selected readings and resources for further investigation of the topic. (CCM)

ED 432 467 SE 062 706

Goodman, Gretchen
More I Can Learn! Strategies and Activities for Gray-Area Children.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; Educational Television; Elementary Secondary Education; Geography; Instructional Materials; *North American History; Social Studies; *United States History
IDENTIFIERS- *Lewis and Clark Expedition; Louisiana Purchase; Northwest Passage; Sacajawea

This teacher's guide accompanies the Public Broadcasting System (PBS) four-part videotape documentary about the journey of Meriwether Lewis and William Clark as they made their way from the Missouri River to the Pacific Ocean. The guide introduces the documentary's major themes through 4 lessons which focus on the geography and events that shaped the journey. The lessons are (1) "Preparing for the Journey"; (2) "To the Continental Divide"; (3) "Reaching the Pacific"; and (4) "Returning Home." Each lesson includes background information, discussion questions, activities for individual, small group, or whole class involvement. A map and time line are provided. The accompanying video segment index indicates the volume, hour, minute, and second that material about a key event, organization, or person featured in the video will occur. There are an alphabetical index and a subject index focusing on events, organizations and groups, and people. (MM)

ED 432 491 SO 030 640

Obenchain, Kathryn M.
Preparing Active and Informed Citizens: A Qualitative Study of Two Elementary Classrooms.
PUB DATE- 98
NOTE- 27p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 18-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Education; *Classroom Environment; Classroom Research; Comparative Analysis; *Experiential Learning; Grade 5; Grade 6; Intermediate Grades; Public Schools; Qualitative Research; *Social Studies; Teacher Role

A study examined two upper elementary classrooms efforts to incorporate experiential democratic citizenship into the life of each classroom. A major research question guiding the study was: what are the characteristics of an elementary classroom that values civic participation? The assertion generated from the findings and attentive to this question was that in classrooms where democratic elements such as providing student choice, shared responsibility and decision making, and opportunities for student civic participation are present, students begin to accept more responsibility for their immediate community. The cross case analyses of the data from each classroom indicated that the strength to which the civil characteristics exist may depend on classroom structure, use of a common vocabulary, and repetition of structure, characteristics, and vocabulary. Contains 36 references. (BT)

ED 432 492 SO 030 666

McDonough, Judith
Technology, Teaching, and Citizenship Education.
PUB DATE- 98

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Foreign Countries; Higher Education; Interviews; *Minority Groups; Qualitative Research; *Student Attitudes
IDENTIFIERS- Developmental Sequences; Grounded Theory; *Identity Formation; Israel; *Palestinian Arabs

A study explored the process of collective identity development and related social-psychological factors among the Arab-Palestinian students in Israeli universities. The purpose was not only to explore the content or structure of collective identity among this national minority, but more importantly, to understand collective identity as a developmental process which is one of the most dominant among Arab-Palestinian youth in the university. Two sets of in-depth interviews with purposefully selected samples of Palestinian student activists were conducted in the summer of 1996 and the fall of 1997. The five main themes that emerged from the first round of interviews provided the bases of the study's second phase which included more structured interviews with another sample of student activists. Cross-case analysis was conducted on the transcripts by grouping together answers and comments from different participants regarding the same topic. Identification of categories and themes from the first set of interviews followed the procedure of Glaser and Strauss' (1967) grounded theory development. The second round of interviews probed more in depth into emerging themes; triangulation and validation of these themes was provided by using content analyses of over 1500 documents collected from the field and participant observation. The following main themes were identified in the first phase: collective identity achieved; inequality and group relative deprivation; party identification, membership and commitment; nationalism and feminism in the women's voices; and personal and social development of activists. Contains 45 references. (BT)

ED 432 513 SO 030 958

Dorman, Jeffrey P.; McRobbie, Campbell J.; Foster, William J.
Associations between Psychosocial Environment in Religious Education Classes and Student Outcomes.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Catholic Schools; *Christianity; *Classroom Environment; Correlation; Foreign Countries; High Schools; *Religious Education; *Religious Factors; *Student Attitudes; Student Surveys
IDENTIFIERS- *Australia

Over the past 20 years independent lines of research in the fields of classroom environment and student attitudes to Christianity have been conducted. A study brought these two fields together by investigating the relationship between student perceptions of religious classroom environment and their attitudes toward Christianity. A personal form of the Catholic School Classroom Environment Questionnaire (which assesses seven classroom environment dimensions) along with four Attitude to Christianity scales were administered to 1317 students in Australian Catholic secondary schools. Simple, multiple, and canonical correlation analyses revealed basically constructed by the editing committee members' autonomous consciousness based on its legitimacy in current open society in Taiwan; and (4) in the interpersonal process of editing textbooks, decisions regarding the new subject were not only made based on editing committees' personal ideology, but also through arguments, negotiations, and compromises among members with different politics. Contains 50 references. (BT)

ED 432 531   SO 031 103

Romanowski, Michael H.
Are U.S. Textbooks Right about the Religious Right?
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; Content Analysis; High Schools; *History Instruction; *Religious Cultural Groups; *Textbook Content; Textbook Research; *United States History
IDENTIFIERS- Born Again Christians; Religious Fundamentalism; Religious Right

Current history textbooks include Christianity when discussing U.S. history. A study systematically examined the content of 10 secondary U.S. history textbooks to evaluate how Christianity is portrayed. Selection of the textbooks was based upon information supplied by the Texas Education Agency and the American Textbook Council and represented the textbooks used in most public high schools. References to Christianity in contemporary U.S. history (post World War II) were analyzed and recurrent themes were sought. Findings support Gilbert Sewall's argument that the public perception that religion is absent from U.S. history textbooks is simply outdated. It is clear that textbook authors do address Christianity. Authors, however, make little effort to highlight the importance of the relationships among faith, religion, and historical events. For example, the textbooks examined fail to provide discussions regarding the essential beliefs of "born-again" Christians, or even define the term. The textbooks surveyed used a variety of terms when discussing Christianity and the Religious Right. Authors were also simplistic in their definitions of fundamentalism, failing to adequately define the term. Regarding the portrayal of religion, 9 of the 10 textbooks examined included Christianity in the discussion of contemporary U.S. history. To provide students with a more complex understanding of religion, however, authors need to incorporate within the text the role of religion in individual lives and within society. Contains 5 notes and 28 references. (BT)

ED 432 532   SO 031 126

Patrick, John J.
The Concept of Citizenship in Education for Democracy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

illustrates with students' statements. It concludes that the body could be a source for creative exploration in this pedagogical context--as a tool for feminist work and change. (Contains 12 references.) (SM)

ED 432 551 SP 038 669

Snyder-Sowers, Mary Anne; Kariuki, Patrick
The Effects of Creative Dance Movement Taught in a Holistic Integrated Approach versus Creative Dance Movement Taught in Isolation.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; Comparative Analysis; *Dance Education; Grade 3; Holistic Approach; Integrated Activities; *Movement Education; Primary Education; Scores
IDENTIFIERS- *Creative Dance; Tennessee Comprehensive Assessment Program

This study examined whether there were any significant differences in academic performance between students taught creative dance movement in a holistic integrated approach versus those taught creative dance movement in isolation. The sample was taken from two third-grade classes of approximately 20 students per class. One class served as an experimental group, and the other served as a control group. For a 6-week period prior to Tennessee Comprehensive Assessment Program (TCAP) testing, one class was taught creative dance movement holistically, and the other class was taught creative dance in isolation. Data were collected from standardized TCAP test scores and end-of-the-6-week grades in English and mathematics and were analyzed using measures of central tendency, dispersion, and t-tests for independent means. Results indicated a significant difference in TCAP scores between students who were taught creative dance movement with a holistic, integrated approach and those who were taught creative dance movement in isolation. The holistic group did better as a group on the TCAP tests. No significant difference was found between the two groups in their English and mathematics grades. (Contains three tables and four references.) (SM)

ED 432 552 SP 038 670

Green, Jill
Engendering Bodies: Somatic Stories in Dance Education.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; *Dance Education; Educational Research; Ethnography; Higher Education; *Learning Processes; Research Methodology; *Student Empowerment; *Student Needs; Teacher Student Relationship

(141)
DESCRIPTORS- Academic Standards; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *National Standards; Portfolio Assessment; Preservice Teacher Education; *Teacher Certification; *Teacher Competencies; *Teacher Evaluation; Teacher Improvement; Teachers; *Teaching Skills
IDENTIFIERS- National Board for Professional Teaching Standards; Teacher Knowledge

This book describes results of the work by the National Board for Professional Teaching Standards. Section 1, "Introduction," introduces the work of the National Board and discusses educational change and teacher improvement in general. Section 2, "Standard Setting in Teaching," explains that in order to appreciate the effects of the National Board's work, it is important to understand where it fits in the organization and governance of the teaching profession. It discusses the accreditation of teacher preparation programs, the development of a common knowledge base, and the creation of professional standards. Section 3, "Influences of New Standards and Assessments on Teacher Learning," explains that the new standards are significantly different from first-generation approaches to teacher testing. They seek to assess teaching knowledge and skill through portfolios and performances. This section discusses the demonstration of standards and assessments at work and describes the INTASC standards, which include 10 principles. Section 4, "Uses and Effects of the New Standards," describes how states have adopted and used the new standards. Section 5, "Preparing Teachers to Meet the Standards," examines how teacher education programs participate in preparing teachers for the new standards. Section 6, "Conclusion," suggests that the new standards can make an important contribution to the education of teachers who are prepared for the challenges of the 21st century. (Contains 39 references.) (SM)

ED 432 571 SP 038 695

Teacher Education Pipeline IV: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Enrollment Rate; *Enrollment Trends; Graduate Study; Higher Education; *Minority Group Teachers; Preservice Teacher Education; Schools of Education; *Teacher Education; Teacher Recruitment

This is the fourth in a series of reports focusing on diversity in teacher education student enrollments. Collectively, the surveys span a decade and provide a quantitative description of the teaching force for the next century. The report provides data for discerning the discipline areas that have the greatest need for educators of color, noting the state and regional productivity of prospective teachers and students. Data come from many sources, including the U.S. Department of Education Schools and Staffing Survey of the National Center for Education Statistics (NCES), the NCES Integrated Postsecondary Education Data System surveys; and the American Association of Colleges for Teacher Education (AACTE) teacher education survey. The study identified the number of students in the

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude; Educational Assessment; Gifted; *High School Students; High Schools; *Knowledge Level; *Metacognition; *Performance Based Assessment; Study Skills; Summer Programs; Test Construction; Test Use; *Test Validity
IDENTIFIERS- *Monitoring

A knowledge monitoring assessment (KMA) was developed and evaluated. The KMA, which evaluates how well students distinguish between what they know and do not know by comparing their knowledge estimates to test performance, is partially performance based and may be group or computer administered and objectively scored. Participants were 462 academically gifted high school students in a summer enrichment program. Mathematical and verbal analogy KMAs were developed. Results confirm prior findings that the KMA has significant but moderate relationships with scholastic aptitude, and that these relationships are somewhat higher than those that study skills and metacognitive self-report scales have with scholastic aptitude. Results also suggest that the KMA has low relationships with self-report measures of metacognition and study skills, which are highly related to one another. Results do indicate that knowledge monitoring has significant relationship with school grades, and that accurate monitoring is an important variable in school learning. Evidence supports the construct validity of the KMA and its usefulness in the study of metacognition. (Contains 5 tables and 24 references.) (SLD)

ED 432 591 TM 029 967

Ferrer, Alvaro J. Arce; Wang, Lin
Comparing the Classification Accuracy among Nonparametric, Parametric Discriminant Analysis and Logistic Regression Methods.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; *Discriminant Analysis; *Nonparametric Statistics; *Regression (Statistics)
IDENTIFIERS- Accuracy; Logistic Regression

This study compared the classification performance among parametric discriminant analysis, nonparametric discriminant analysis, and logistic regression in a two-group classification application. Field data from an organizational survey were analyzed and bootstrapped for additional exploration. The data were observed to depart from multivariate normality; neither the group sizes in the sample nor the covariance matrices of the two groups were equal. A crossed design of classification function by prior probability was implemented for over 244 bootstrap samples. The classification error rates for each group and the total sample were gathered for each cell of the design matrix. The major findings of this study are: (1) nonparametric discriminant functions and logistic regression performed below expectations from theory; (2) the choice of prior probabilities influenced the classification performance for the smaller and the larger group, but not for the total sample; and (3) minimization of error rates for one group implied an increment in the error rate for the other group, or

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; Grade 4; Grade 8; National Competency Tests; Reading Tests; Sampling; Standardized Tests; *State Programs; *Statistical Analysis; *Test Results; *Testing Programs
IDENTIFIERS- *Linkage; *National Assessment of Educational Progress; State Reading Assessments

The National Assessment of Educational Progress (NAEP) measures the educational achievement of nationally representative samples of students in grades 4, 8, and 12. Local educational agencies tend to view the NAEP as a benchmark to which the educational achievement of their students can be compared. In particular, state departments of education wish to compare their assessments to the NAEP. The complex design of the NAEP renders simple comparisons problematic at best. A linear projection-plus-variation method is used to translate student state assessment scores onto the NAEP scale. The accuracy of this method is estimated through repeated half-sampling. A brief description of the 1998 NAEP reading assessment for grades 4 and 8 is discussed. Results from one of the six states in the current linkage study and recommendations for establishing a successful linkage are also presented. (Contains 2 tables and 12 references.) (Author/SLD)

ED 432 610 TM 029 993

Porter, Stephen R.
Viewing One-Year Retention as a Continuum: The Use of Dichotomous Logistic Regression, Ordered Logit and Multinomial Logit.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Institutional Research (Seattle, WA, May 30-June 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Dropouts; Higher Education; *Regression (Statistics); *School Holding Power; *Stopouts; Student Attrition
IDENTIFIERS- *Logit Analysis

Studies of 1-year retention commonly use a binary outcome (retained after 1 year, yes/no) as the dependent variable. This paper examines the use of alternate specifications of 1-year retention that include information about spring semester stopout behavior. Different types of discrete choice models are first described, Next, the multinomial logit model using four outcomes (enrolled first fall semester only; enrolled first fall semester and spring semester; enrolled first fall semester, stopped out and returned the following fall; and enrolled all three semesters) is compared with the traditional dichotomous logit approach using the 3,589 first-time full-degree seeking freshmen enrolled at a large university. The pseudo R-square indicates the multinomial model fits the data better, but for practical reasons it has very poor predictive power. The multinomial model does yield interesting results for the impact of independent variables on retention; for example, increases in high school grade point average impacts the probability of a student being in the fall-spring outcome more than the probability of falling in the first fall semester only outcome. (Contains 5 tables and 13 references.) (Author/SLD)

ED 432 611 TM 029 994

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Awareness; Elementary Education; *Elementary School Students; Family Programs; Mathematics; *Mathematics Instruction; *Urban Schools; Urban Youth
IDENTIFIERS- ERIC Digests; *Family Math

Family mathematics programs, based on family literacy programs, successfully teach math skills to both children and their parents. This digest describes specific strategies for teaching family mathematics. Schools can use these strategies as part of an overall program or as ad hoc family learning activities. In family math programs, program participants are considered to have a contract with each other in which the teacher plans and presents activities, and the parent and child work on them together. Family math program problems and experiments use situations and materials from everyday experience. Most effective family math programs include personal contact between teachers and parents, periodic group meetings for parents, resource rooms, family outings with learning opportunities, and different levels of group and home work. To be successful, family math programs must recognize cultural and language differences among families. (Contains 13 references.) (SLD)

ED 432 631 UD 033 046

Lindsey, Randall B.; Robins, Kikanza Nuri; Terrell, Raymond D.
Cultural Proficiency: A Manual for School Leaders.
PUB DATE- 99
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Educational Practices; Elementary Secondary Education; Models; *Multicultural Education; *Urban Schools

Developed for work in mental health agencies, cultural proficiency is a relatively new approach to diversity that can be applied in educational and community settings. Cultural proficiency refers to the policies and practices of a school or the behaviors of a person that enable the school or person to interact effectively in a culturally diverse environment. This guide introduces the cultural proficiency model to school leaders and provides practical and field-tested applications of cultural proficiency concepts in the following chapters: (1) "The Case: Presenting Rolling Meadows and Coolidge School Districts"; (2) "What Is Cultural Proficiency?"; (3) "Becoming a Culturally Proficient Leader"; (4) "Overcoming Resistance to Change"; (5) "Understanding the Barrier of Entitlement"; and (6) "Moving toward Cultural Proficiency." Structured activities for developing cultural proficiency are arranged in six resource sections that correspond to text chapters. (Contains 6 figures, 11 tables, and 77 references.) (SLD)

ED 432 632 UD 033 047

Brown, M. Christopher, II

(Victoria Law); (29) "A Designer Addiction" (Delia Cleveland); (30) "A Rap Fan's Alternative" (Allen Francis); (31) "Moving into the Mainstream" (Slade Anderson); (32) "Climbing the Golden Arches" (Marissa Nunez); (33) "Growing into Fatherhood" (Julio Pagan); (34) "My Road Doesn't Lead to College" (Brandy Scelzo); and (35) "Dorm Life Is Heaven" (Donna Hutchinson). A final section contains a discussion by six contributors about the writing process. (SLD)

ED 432 652 UD 033 071

Gottfredson, Gary D.; Gottfredson, Denise C.
Survey of School-Based Gang Prevention and Intervention Programs: Preliminary Findings.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 97
NOTE- 18p.; Paper prepared for the National Youth Gang Symposium (2nd, Las Vegas, NV, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Educational Environment; Elementary Secondary Education; *Intervention; *Juvenile Gangs; National Surveys; *Prevention; *Principals; Program Descriptions; Program Effectiveness; *School Safety; Surveys; Tables (Data)
IDENTIFIERS- *School Based Services

The Survey of School-Based Gang Prevention and Intervention Programs is a study of approaches used by schools to reduce or prevent gang involvement among schools. Principals in a probability sample of 1,287 schools were asked what they were doing in their schools to prevent problem behavior or to promote a safe and orderly school environment. Responses of 848 principals reported a surprisingly large number of prevention and intervention activities, which were used as a basis for sampling programs for more detailed scrutiny. In a second phase, information was requested for 14 categories of intervention activity from more than 550 schools. Responses represented more than 16,000 students in 310 schools and more than 13,100 teachers in 404 schools. Data suggest that schools are engaging in a great deal of activity to reduce problem behavior generally and to prevent or reduce gang involvement in particular. However, much of that activity is weak and would not be expected to have much of an effect because it fails to use practices known to be effective, is limited in intensity, or is extended to only a few individuals. The quality of school efforts could probably be improved through better training and supervision of intervention activities. Contains 14 tables. (SLD)

ED 432 653 UD 033 072

MacDonald, Irene M.
Linking Leadership and Decision Making to the School Violence Issue.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

diverse families with young children. Each month for 2.5 years the interactions between 42 one- to two-year-olds and their parents were recorded as the children learned to talk. The book charts the monthly growth in children's vocabulary, utterances, and use of grammatical structures and describes the ambient conversation and changing patterns of parent-child interaction as the children's contribution to those exchanges increases. Supplementing the narrative are transcriptions from observed interactions and an extensive appendix listing more than 2,000 words of children's vocabulary from 11 to 36 months of age. The book concludes that the observational data revealed a lawful pattern of developmental change that gradually shifted the social world of an infant into that of a family of speakers. Two unexpected characteristics of parent-child interactions were the deliberate parental action to develop child language and the importance of the utterance children displayed to their parents in learning to talk. Implications of the findings for parents, speech-language intervention, and researchers are discussed. Contains approximately 150 references. (KB)

ED 432 365 PS 027 656

Schiller, Pam; Hastings, Kay
The Complete Resource Book: An Early Childhood Curriculum. Over 2000 Activities and Ideas.
PUB DATE- 98
NOTE- 465p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Educational Resources; *Learning Activities; Learning Centers (Classroom); Lesson Plans; *Preschool Curriculum; Preschool Education; Thematic Approach; Units of Study

This book is a collection of developmentally appropriate activities for 3- to 5-year-olds, designed to be easily integrated into the daily schedule of an early childhood program. The book's introduction describes the collection's theme units, delineates typical half- and full-day schedules, and discusses the arrangement and management of classroom learning centers. There are 25 two-week thematic units and 2 one-week units. Each unit contains 10 daily plans with a primary focus activity, 6 learning center ideas, and music and story suggestions. Each plan includes a materials list, suggestions for morning circle activities, music and movement activity, activities for learning centers, and suggested children's books. The theme topics included in the curriculum are: (1) acquainting children to the new environment and routine; (2) the self, exploring physical features, feelings, and senses; (3) family and friends; (4) workers, tools, and uniforms; (5) pets; (6) weather; (7) color; (8) farm life; (9) western life; (10) zoo animals; (11) circus; (12) forests; (13) giants from fairy tales, dinosaurs, tall buildings, and mountains; (14) traditional stories; (15) construction; (16) insects and small creatures; (17) seashore; (18) sound and movement; (19) art; (20) food sources and preparation; (21) properties of the sun; (22) nighttime; (23) favorite stories; (24) fantasy; (25) transportation; (26) special accomplishments and seasons; and (27) summertime fun. The appendix includes stories, recipes, directions for games, patterns and words to fingerplays, songs, and chants. (KB) from the earliest stages of exploring numbers to the formal addition and subtraction of the standard first-grade curriculum. Following a presentation of the one-page outline, the paper clarifies each subheading and offers examples of appropriate activities. (EV)

ED 432 386 PS 027 767

Stout-Harris, Michelle; Hasler, Kyle; Coughlin, Michael
Improving Student Interpersonal Skills through the Decision-Making Process.
PUB DATE- 99
NOTE- 101p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; *Decision Making; *Elementary School Students; Grade 5; *High School Students; High Schools; Intermediate Grades; *Interpersonal Competence; Metacognition; Observation; Program Effectiveness; Special Needs Students; Student Behavior; Student Journals; *Student Responsibility; Surveys
IDENTIFIERS- Choice Behavior; Organizational Skills; *Social Skills Training; Teacher Journals

This action research project implemented and evaluated a program for promoting student responsibility in order to increase the necessary skills and dispositions needed for improved academic and interpersonal behavior. The targeted population consisted of fifth-grade students in a regular education program, and high school students classified as having behavioral disorders. The problem of irresponsible behavior was documented by means of student surveys, teacher observation checklists, student journals, and teacher journals. The 12-week intervention consisted of: (1) increasing student choice in classroom activities; (2) implementing a series of learning activities addressing student organizational skills; and (3) employing learning activities that require metacognitive and behavioral reflections. In order to assess the effects of the intervention, teachers completed pre-post surveys and maintained weekly teacher observation checklists and journals through the period. Students wrote in journals to reflect on their progress. Post-intervention student survey data suggested that fifth graders' understanding of responsibility had changed from that of compliance to taking care of themselves. High school students with behavior disorders were not able to articulate responsible behavior, but there was consistency and improvement in responsible classroom behavior over the course of the intervention. There was considerable example of irresponsibility outside the classroom. (Twenty-one appendices include data collection instruments, sample journal entries, sample instructional materials, and sample lesson plans. Contains 31 references.) (KB)

ED 432 387 PS 027 769

Eisenbarth, Jerry; Spets, David
Improving Student Behavior through Social Skills Instruction.
PUB DATE- 99
NOTE- 37p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test,

PUB DATE- 97
NOTE- 47p.; For Booklet 1, see PS 027 818.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Early Childhood Education; Educational Improvement; Educational Objectives; Foreign Countries; *National Standards; *Outcome Based Education; *Policy Formation; Program Development; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *South Africa

This second booklet aimed at stakeholders in South Africa's early childhood development (ECD) system focuses on two areas related to how learning in the country is going to be designed, assessed, and recognized by the National Qualifications Framework (NQF). Part 1 examines the new approach being established as the foundation of the country's education and training system: outcomes-based education (OBE). The section explains OBE and describes how it will be applied through the NQF. Part 2 discusses the process of developing standards for the accreditation of ECD practitioners. The process will set up and test interim standards and interim accreditation in the short term, with the aim of developing final policy on standards and guidelines for accreditation of ECD practitioners. Topics covered in this section include proposals about: the levels of qualifications for ECD practitioners, the level descriptors for each of the qualification levels, the kinds of qualifications that are needed for ECD, a framework for unit standards, and methods of assessment. As in the first booklet, the information is presented as a discussion between a person from the National Educare Forum (producers of the booklet) and a group of parents and ECD practitioners. A glossary is included to introduce new terms related to these policy issues. (EV)

ED 432 406 PS 027 820

Lindeman, Betsy, Ed.
Health and Education.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Health Education; Health Programs; Health Promotion; *School Health Services; School Responsibility

This brief discusses the intersection of health services and education. After introducing the topic of health services within the educational context, the brief discusses coordinated school health programs, defining such programs and offering examples of the programs in practice. The brief then discusses health education and risk behaviors, providing a sidebar on adolescents and risk behaviors. Also discussed are school-based health centers, funding these centers, and integrated service networks. The final two sections of the brief discuss challenges to health in education, namely the balancing of support services with the development of quality education, and the boundaries of schools' responsibilities to students. Contains 30 references. (EV)

IDENTIFIERS- *Rurality

The basic assumptions of a society bear directly on the kinds of schooling and education that it has, including the ways that it develops or beleaguers academic talent. In the United States, the pervasive influence of capitalism, which is predicated on limitless growth, tends to equate affluence with academic talent. By imagining futures for gifted students that mirror the aspirations of the affluent and elite, the field of gifted education is complicit in the economic and cultural impoverishment of rural areas by encouraging gifted rural students to leave their communities, which are viewed as backward and impoverished. American society equates job-holding with work, and separates work from play, so that achieving happiness through work is denied. This contrasts with Csikszentmihalyi's concept of "flow," a feeling of well-being experienced when absorbed in the care and attention given to work. Key points to consider in regard to rural gifted education and keeping gifted kids in rural areas include: concentrate on academic talent, defined as careful reading, clear writing, and mathematics through statistics and calculus; help gifted kids finish 13 years of schooling in 10 or less; discount the value of a college education; stop promoting the pursuit of happiness and promote the pursuit of real work; consider what the good life means to you; understand the meanings of rural in your place; and promote the good life in your own place as a rural work. Contains 14 references. (TD)

ED 432 424 RC 022 016

Kaupp, P. Ann, Comp.; Burnett, Fiona, Comp.; Malloy, Maureen, Comp.; Wilson, Cheryl, Comp.
A Critical Bibliography on North American Indians, for K-12.
PUB DATE- 96
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Alaska Natives; American Indian Culture; *American Indian History; American Indian Literature; American Indian Studies; *American Indians; Annotated Bibliographies; Books; Canada Natives; *Childrens Literature; Criticism; Cultural Awareness; Educational Resources; Elementary Secondary Education; Ethnic Bias; Evaluation Criteria; Foreign Countries; *Reading Material Selection; Stereotypes; Tribes
IDENTIFIERS- *Cultural Sensitivity

This annotated bibliography is a response to teachers' concerns about choosing culturally sensitive and historically accurate books about American Indians and Alaska Natives. It contains critical annotations and evaluations of approximately 1,000 books, most published 1960-93, and points out controversial titles and disagreements about specific books. The focus is primarily on materials for elementary and secondary students but also includes publications of interest to the general public. Sections are organized by culture area--General, Southwest, Northwest Coast, California, Plateau, Arctic, Plains, Great Basin, Subarctic, Northeast, and Southeast--and each area is further organized by tribe and then divided into nonfiction, fiction, biographies, and traditional stories. Within each section, entries are listed alphabetically by author and include publisher, publishing date, and number of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Block Scheduling; Classroom Environment; Educational Change; Elementary Secondary Education; Faculty Development; *Flexible Scheduling; Mathematics Curriculum; *Mathematics Education; *national Standards; Science Curriculum; *Science Education
IDENTIFIERS- ERIC Digests; Office of Educational Research and Improvement

This digest discusses block scheduling and it relates to teaching standards, staff development standards, and assessment standards. The standards are examined in terms of how they can be achieved through the use of block scheduling, and conclusions stress the necessity of scheduling for maximum student learning. (DDR)

ED 432 442 SE 060 437

Sevebeck, Kathryn P.
Project WET: Facilitator Handbook for Implementation of Activities in Virginia.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Washington DC. Office of Ocean and Coastal Resource Management.
PUB DATE- 95
NOTE- 38p.; Cover title varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Ecology; Elementary Secondary Education; *Environmental Education; *Hands on Science; Learning Activities; Science Education; Teaching Methods; *Water Resources; Wetlands
IDENTIFIERS- *Project WET; Virginia

This handbook features ideas for implementing Project WET activities in Virginia. Project WET activities are designed for a variety of educational programs and can be used to complement existing curricula while addressing curricular objectives and educational standards nationwide. Activities include: (1) "Life Systems"; (2) "Atmospheric Water/Precipitation"; (3) "General Surface Water/Distribution"; (4) "Movement of Water Over Earth's Surface"; (5) "Groundwater"; (6) "Natural Disasters"; (7) "Waterborne Disease"; (8) "Public Process"; (9) "Wastewater Management"; (10) "Water Rights"; (11) "Water History"; (12) "Water Science"; (13) "Water Users"; (14) "Watersheds"; (15) "Wetlands"; (16) "Virginia's Water Fact Sheet"; (17) "Making Water Usable"; (18) "Treating Wastewater"; (19) "Septic Tanks"; (20) "Desalination"; and (21) "Contaminants in the Water: How Much is Too Much." (CCM)

ED 432 443 SE 060 622

McCann, Wendy Sherman
Teaching about Societal Issues in Science Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Fractions; *Learning Disabilities; *Mathematics Activities; *Mathematics Instruction; Measurement; Number Concepts

Children today are very different from children of even five years ago. More and more children are recognized as having learning difficulties, and their self-esteem is more fragile than ever. Children used to TVs, VCRs, cellular phones, computers, and Gameboys demand high-interest activities rather than the "skill and drill" methods of a decade ago. Somehow, among all the pressures and demands, children still need to develop basic skills, and children who are struggling need extra help. This book is a response to the request for more activities to help struggling learners in the classroom. It provides the primary teacher with easy-to-use, fun, creative activities that address the difficulties children have in learning. While these activities are specifically designed to help struggling learners, they are also suitable for all children. This book is organized by specific curriculum areas and can be used by classroom teachers, parents, teaching assistants, peer tutors, and specialists. Activities are particularly well suited for students who learn through auditory, kinesthetic, tactile, or visual modalities. (Contains 12 references.) (ASK)

ED 432 468 SE 062 707

Garrett, Alan W.
Mathematics Education Goes to War: Challenges and Opportunities during the Second World War.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (77th, San Francisco, CA, April 22-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *World War II

The years immediately preceding World War II were difficult ones for American mathematics educators. Ironically, the most significant challenge they faced was due in large part to the unprecedented success of public schools in attracting and retaining students, especially at the secondary level. Studying mathematics had long been an integral part of the American school experience, an expression of national identity through the curriculum. This paper discusses mathematics education and mathematics curriculum during the second world war. (Contains 40 references.) (ASK)

ED 432 469 SE 062 708

Telese, James A.
The Role of Social Constructivist Philosophy in the Teaching of School Algebra and in the Preparation of Mathematics Teachers.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999).

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Critical Thinking; Higher Education; Instructional Effectiveness; Secondary Education; United States Government (Course); *World Wide Web
IDENTIFIERS- Bill of Rights; Supreme Court; Technology Integration

Today's computer technology is particularly beneficial for a class that is learning issues of government. Government document sources are well organized on the world wide web. Analyzing the Bill of Rights and how the Supreme Court has interpreted challenges is an exercise that incorporates citizenship education, offers insight into judicial decision making, and utilizes primary sources. For example, using the web site, "Supreme Court Cases by Topic," students can use keywords such as "cruel and unusual," "search and seizure," "free press," or "free speech" to find a list of cases in the database that deal with those topics. Versions of Supreme Court cases can be accessed quickly. In a few pages, the facts of the case are outlined, the decision is explained, and the majority opinion is given. The Court considers the Constitution, the intent of the framers, precedent, and in the case of the Amendment, the evolving standards of justice. After discussing the students' views of the case in question, they can examine the case to see what the Court decided and on what constitutional basis the justices made their decision. After the students have been introduced to the judicial side of the issue, the class can review the legislative side and use the background they gained from studying cases to assess pending legislation. When they have completed their evaluations of legislation under consideration, they can write to their representatives to express their views and urge their congressmen to vote appropriately. Web site addresses are provided. Contains 3 notes. (BT)

ED 432 493 SO 030 667

High Crimes and Misdemeanors. Web Lesson.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional Law; Higher Education; *Law Related Education; *Legal Problems; *Presidents of the United States; Secondary Education; Social Studies; *United States History; World Wide Web
IDENTIFIERS- *Impeachment Proceedings; Legal History; *United States Constitution

This lesson presents an overview of the U. S. Constitution's provision of impeachment as the method for removing the president, vice president, federal judges, and other federal officials from office. The lesson outlines and discusses the impeachment process. It also offers historical background on the framing of the Constitution and on Presidents Andrew Johnson, Richard Nixon, and Bill Clinton. The lesson presents three questions for students to discuss and write about and an activity in which students role play members of the House Judiciary Committee deciding whether hypothetical cases constitute "high crimes and misdemeanors." The lesson provides world wide web links to broadcast media, print media, E-zines, statistically significant relationships between dimensions of the classroom environment and the four attitude to Christianity measures. Findings provide evidence that positive classroom environments enhance students' attitudes to Christianity. Contains 8 tables of data and 49 references. (Author/BT)

ED 432 514 SO 030 960

Kowalchuk, Elizabeth
Differing Perceptions of Art and Teaching: Examining How Beginning and Experienced Teachers Think about Art in Instruction.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Symposium "Stories about Perception: Honouring the Work of Ron MacGregor" (Vancouver, British Columbia, Canada, June 27-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Teachers; *Beginning Teachers; Comparative Analysis; *Concept Mapping; Elementary Secondary Education; Learning Strategies; *Teacher Attitudes; Teacher Education; *Teacher Influence
IDENTIFIERS- *Experienced Teachers; Teaching Research

This paper examines differences between beginning and experienced art teachers' perceptions of teaching and learning. The paper first discusses how experienced and novice art teachers may vary in their thinking and approaches to instructional content. It then focuses on the results of a project that investigated curriculum development and teacher thinking through the use of concept maps. The paper notes that concept maps, often used to visually represent the relationship between ideas, may provide a way of understanding, extending, and assessing art teachers' perceptions of the relationships among art content, pedagogical strategies, student learning, and other factors that influence teaching. By comparing the varying conceptions of teaching held by beginning and experienced teachers, the paper suggests ways of enriching approaches to art teacher preparation. Contains two tables, four figures, and eight references. (BT)

ED 432 515 SO 030 961

Madeja, Stanley S.
Visual Perception and the Artistic Process.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Symposium "Stories about Perception: Honouring the Work of Ron MacGregor" (Vancouver, British Columbia, Canada, June 27-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Cognitive Processes; Higher Education; Learning Strategies; Models; *Visual Perception
IDENTIFIERS- Aesthetic Response

In the artistic process the artist verifies and exemplifies his or her perceptions and conception of their work. This paper discusses the model of the artistic process which describes the repertoire of perceptual clues that the artist develops. The rationale for the development of the model is for the art teacher to be able to explain in simple terms the relationship between perception and the making of art. The paper aims to

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; Secondary Education; Social Studies
IDENTIFIERS- ERIC Digests

The concept of citizenship is at the core of education for democracy. This Digest presents what citizenship is; why citizenship is an essential element of democracy; and how to teach about citizenship in a democracy. In a democracy, the source of all authority (the legitimate basis of all power) is the collective body of the people, the citizens of the polity. A citizen is a full and equal member of a polity. In some states or countries citizenship is based on the place of a person's birth; in other states citizenship is based on the citizenship of one's parents. The single identity possessed equally by all citizens of the polity is civic identity, the freely given commitment to certain civic principles and values of the democracy. Citizenship is the social and legal link between individuals and their democratic political community. The status of citizenship entails responsibilities and duties that must be fulfilled: paying taxes; serving in the military; obeying laws; loyalty and commitment to the state; and improving the quality of political and civic life. Students involved in education for democracy need to know what citizenship is; how it is acquired or lost; what rights, responsibilities, and duties are entailed by it; and how it is connected to the institutions of particular nation-states, including their own. Students also need to develop the participatory skills of interacting, monitoring, and influencing. These skills can be developed through (1) student participation in democratically conducted student organizations; (2) school-based community service that is connected to the school's curriculum; and (3) cooperative learning activities which pursue a common goal. The "We the People...Project Citizen" program develops these skills. (JH)

ED 432 533 SO 031 127

Education Sector Strategy.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; *Educational Objectives; Educational Planning; Educational Quality; Elementary Secondary Education; Foreign Countries; Global Approach; Preschool Education; Womens Education

This report takes stock of key changes in the world today and their implications for education (Chapter 1), reiterates the vision for education in the new millennium (Chapter 2), takes stock of progress so far and the gaps that remain (Chapter 3), describes the rich group of partners in the educational endeavor (Chapter 4) and how the Bank's role has evolved (Chapter 5). This all sets the context for the strategy that is now guiding activities and setting priorities in the education sector. Chapter 6 describes the Bank's global priorities and programs to help countries progress toward the international education goals and improve the quality of teaching and learning. Chapter 7 describes the processes and operating principles that will help Bank staff contribute more effectively to better educational outcomes in each client country and to monitor success in implementing this strategy.

IDENTIFIERS- *Dancers; *Somatization

This paper examines specific pedagogical themes, findings, and implications for dance education. The focus is on the topic of educating the student body in dance. The paper draws on a preliminary introduction and analysis from a previous study and accompanying course which pointed out a common dominant focus in dance education (an externalized view of the body). That view tends to objectify the dancer's body and requires students to strive to achieve a specific look while being corrected so that the students perform proper dance technique. The term somatic authority as used in the paper is defined as a focus on and affirmation of what the body looks like or how it should behave. The dance education students in the study often defined somatic authority as a sense of personal engagement in the learning process and an ownership of the body. The paper also discusses the reflexive analysis of participant responses that were sometimes in conflict with the assumptions and ideas of the study. It concludes with a consideration of agency and other implications for dance education. (Contains 15 references.) (SM)

ED 432 553 SP 038 671

Cloonan, Kathie
The Busy Teacher's Lesson Plan Book.
PUB DATE- 98
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; Elementary School Teachers; Holistic Approach; Integrated Activities; Interdisciplinary Approach; *Lesson Plans; *Literacy Education; *Planning; Primary Education

This book offers ideas to help teachers balance their literacy curriculum. It includes a flexible lesson plan format, literacy-based ideas, authors' birthday calendars, a special events calendar, a comprehensive theme-based book list, a teacher's view of assessment, charts and reproducibles, and pocket-pouch folders for storing loose papers and supplies. The first section of the book includes the following topics: "The Busy Teacher's Lesson Plan Book," "How to Use This Book," "The Balanced Literacy Classroom," "Special Events Calendar," "Authors' Birthday Calendar," "Young Authors' Birthday Calendar," "Three Year Calendar," "Class Record," and "Substitute Teacher Information." The second section offers a wide variety of suggestions for creative lesson planning (e.g., poet tree, story surveys, sticker stories, feelings journal, puppet path storyboard, environmental alphabet, and food group cube). The third section features a teacher's view of assessment, a master summary chart, reproducibles, and a bibliography. (SM)

ED 432 554 SP 038 672

Pagano, Alicia I.
An Examination of Early Childhood Teacher Education in Four West African Nations: Ghana, Mali, Senegal, and the Gambia.
PUB DATE- 99
NOTE- 24p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).

teacher education pipeline by race/ethnicity and gender. Researchers mailed the survey to all schools, colleges and departments of education (SCDE) from several rosters and received 1,026 usable responses (a 52.1 percent response rate). This report presents: a national profile summary; data on postbaccalaureate enrollment; SCDE doctoral enrollment data; regional summaries (northeast, southeast, central, and western regions); SCDE undergraduate program enrollment summary; and SCDE graduate-level program enrollment summary. The three appendixes present technical notes, response rates, and the survey instrument. (SM)

ED 432 572 SP 038 696

Stone, Randi
Best Classroom Practices. What Award-Winning Elementary Teachers Do.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Classroom Techniques; Computer Assisted Instruction; Creative Teaching; Cultural Awareness; Educational Technology; Electronic Mail; Elementary Education; Elementary School Students; *Elementary School Teachers; Inclusive Schools; International Communication; Mainstreaming; Mathematics Instruction; Music Education; Parent Participation; Parent School Relationship; Reading Instruction; Regular and Special Education Relationship; Scheduling; Science Education; Social Studies; Teacher Attitudes; *Teaching Methods; World Wide Web; Writing Instruction

This book is a hands-on resource that offers ideas, projects, and tips for elementary educators, including lesson plans, calendars and schedules, classroom discussion ideas, uses for new technology, and strategies for working parents. Each of the book's 12 chapters begins with a chapter overview, then offers a collection of articles by teachers who have practical suggestions to share. The chapters are as follows: (1) "Sharing Teacher Philosophies," (2) "Succeeding with Reading and Writing Instruction," (3) "Succeeding with Math Instruction," (4) "Exploring Science, Mathematics, and Technology," (5) "Threading Technology through the Curriculum," (6) "Opening Doors to Parent Involvement," (7) "Integrating Inclusion in the Classroom," (8) "Teaching Social Studies in the Elementary Grades," (9) "Celebrating Art and Music," (10) "Creative Scheduling," (11) "Experiencing Education Abroad," and (12) "Topic Smorgasbord: Sharing More Key Elementary Issues and Perspectives." (SM)

ED 432 573 SP 038 697

Chamberlain, Steven P.; Guerra, Patricia L.; Garcia, Shernaz B.
Intercultural Communication in the Classroom.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Cultural Awareness; *Cultural Differences; Cultural Influences; *Diversity (Student); Elementary Secondary Education; Higher Education;

vice versa. The findings do not demonstrate the expected theoretical strength of nonparametric discriminant functions when applied to data with nonnormality and unequal covariance matrices. No consistent superiority was observed in logistic regression and quadratic discriminant function over the linear discriminant function. This indicates a more complicated situation than that portrayed in previous studies on the applications of discriminant functions and logistic regression for classification purposes. (Contains 7 tables and 22 references.) (Author)

ED 432 592 TM 029 969

McLeod, Lori D.; Schnipke, Deborah L.
Detecting Items That Have Been Memorized in the Computerized Adaptive Testing Environment.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Cheating; *Computer Assisted Testing; *Identification; *Item Banks; *Memorization; Test Items
IDENTIFIERS- High Stakes Tests; *Test Security

Because scores on high-stakes tests influence many decisions, tests need to be secure. Decisions based on scores affected by preknowledge of items are unacceptable. New methods are needed to detect the new cheating strategies used for computer-administered tests because item pools are typically used over time, providing the potential opportunity for test takers to share items with future test takers. Because of the serious ramifications of accusing someone as being a user of item preknowledge (or "cheater"), it may be more useful for operational computer-administered test developers to focus on item security rather than the behavior of individual test takers. This research explores the development and use of a fit index to detect items that have been memorized so that these items may be removed from the item pool, while leaving secure items in the pool. The results from this initial simulation for the developed Bayesian posterior log odds ratio index are promising. It is hoped that this work and future work will enable testing programs to determine more effectively how long to leave an item pool (or specific items) in the field. (Contains four tables, five figures, and five references.) (Author/SLD)

Basic Skills Assessment Program (BSAP). District and State Results, 1998 Administration. Percentages of Students Meeting State Standards and 1998 Results of the Basic Skills Assessment Program (BSAP). Data Update.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Criterion Referenced Tests; Elementary Secondary Education; *Public Schools; *School Districts; Scores; *State Norms; State Programs; *State Standards; Tables (Data); Testing Programs
IDENTIFIERS- Exit Examinations; *South Carolina Basic Skills Assessment Program

South Carolina's Basic Skills Assessment Program (BSAP) assesses basic skills in reading, mathematics, writing, and science for grades 3, 6, 8, and 10 (exit examination). In 1998, the tests were administered statewide in April. This report provides 3 years of data on percentages of students meeting state standards. The data are reported by grade/subject for each of the 86 South Carolina school districts as well as for the state as a whole. The BSAP tests are criterion-referenced and therefore, by design, measure student performance against standards specifically intended for use in South Carolina and approved by the State Board of Education. Four lengthy tables present data for each of the tested grades. Results from BSAP assist in identifying student deficiencies and in providing appropriate instruction to students not meeting standards. Results are also used to improve the school curriculum. Since the test is administered only in South Carolina, national comparisons cannot be made. The results are presented by percentage of students meeting standards over time, and demographic groupings according to performance by grade level and subject area across years. Recommendations are offered. (SLD)

ED 432 612 TM 029 995

South Carolina 1998 SAT Report.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *High School Seniors; High Schools; Public Schools; *Scores; Tables (Data); *Test Results
IDENTIFIERS- *Scholastic Assessment Tests; *South Carolina

This report provides summary data for South Carolina students taking the Scholastic Assessment Test I (SAT I). The SAT I is the revised version of the Scholastic Aptitude Test students took in the past. This report reflects scores for seniors who anticipated graduating in 1998. Data are summarized for students in the United States, in South Carolina, in its 86 school districts, and in the state's high schools. National and state summaries include students in public and private schools, but the school district and high school data summaries include only public schools. Data are reported by student gender, ethnicity, educational level of parents, class rank, grade point average, and course participation. For South Carolina students, the average verbal score was 478 and the U.S. average

The Quest To Define Collegiate Desegregation: Black Colleges, Title VI Compliance, and Post-Adams Litigation.
PUB DATE- 99
NOTE- 166p.; Foreword by Charles V. Willie; Afterword by Robert M. Hendrickson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Affirmative Action; *College Desegregation; College Students; *Court Litigation; *Educational History; Educational Trends; *Higher Education; Racial Integration
IDENTIFIERS- *Adams v Richardson

This book outlines and explains the statutory and legal foundations of desegregation in higher education. It traces the historical development of college desegregation and analyzes the history of compliance and enforcement litigation in the aftermath of "Adams v. Richardson" (1972). The chapters are: (1) "Black Colleges and Desegregation"; (2) "The Unfinished Quest for Compliance"; (3) "Desegregation Litigation Reborn"; (4) "Legal Standards for Compliance"; (5) "Challenges to Compliance"; and (6) "Defining Collegiate Desegregation." Appendixes contain a glossary of legal terms and a note on the methodology underlying the discussion. (Contains 54 endnotes and 332 references.) (SLD)

ED 432 633 UD 033 049

Faison, Ade W.
Partnership in the Classroom...from Hierarchical Management to Shared Leadership.
PUB DATE- 99
NOTE- 55p.; Master's Action Research Project, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; Case Studies; Curriculum Development; Grade 8; *Inservice Education; *Instructional Leadership; Junior High School Students; Junior High Schools; *Partnerships in Education; *Secondary School Teachers; *Teacher Attitudes

A case study was conducted of a teacher participating in a course for teachers designed to help them create partnerships for learning with students. The Curriculum for Possibilities (CFP) is an in-service course in which teachers examine their underlying beliefs, decisions, and behaviors that dictate their styles and the context of possibilities for their students. The participant was a junior high school Spanish teacher enrolled in the CFP course. In addition to examining the changes experienced by the teacher, the study also explored ways to adapt the CFP course to make it more effective. The teacher was observed as a student in the CFP course and as a teacher in her classroom. The teacher began connecting with her students, with whom she initially had many disciplinary problems, after reflecting in the class on what school meant to her as a student. Her attitudes toward her colleagues improved, and she became more open to forming a partnership for learning with her students. Among the suggestions for improving the CFP class was establishing a one-on-one teacher-coach relationship to help the teacher develop as a practitioner of CFP pedagogy. Another recommendation is to obtain a baseline assessment of the teacher's class from the school's principal and then follow this with an assessment at midterm of the difference the course is making. (Contains 24 references.) (SLD)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Decision Making; Foreign Countries; *Instructional Leadership; Intervention; Junior High Schools; *Prevention; *Principals; *School Safety; Urban Schools; *Violence
IDENTIFIERS- Canada (West)

Factors that influence principals in decisions related to violence in schools were studied through semi-structured interviews with 12 junior high school principals in a large western Canadian school district. Participants were selected on the basis of their known involvement in school violence prevention initiatives. Several decision-making process components were identified: (1) identifying the problem; (2) responding to internal and external influences; (3) making decisions; and (4) evaluating decisions based on perceived outcomes. The principals interviewed conceptualized violence not as a problem, but as a symptom and response by students to unfulfilled needs that could often be met by the school. These principals made their decisions based on their expectations of what an excellent schooling experience would offer the students and what the role of the school staff would be in providing this experience. Principals used many sources of influence and personal beliefs as filters through which they prioritized problem areas and determined the best course of action. (Contains 43 references.) (SLD)

ED 432 654 UD 033 073

Friedlaender, Diane
The Need for Scaffolding Parent Support in an Urban School.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Hispanic Americans; Middle Schools; Minority Groups; Parent Education; *Parent Participation; Parents; Program Effectiveness; Program Evaluation; *Urban Schools
IDENTIFIERS- African Americans; Latinos; Los Angeles Unified School District CA; *Scaffolding

The efforts of an urban middle school to involve parents in the functioning of the school by employing two parent representatives in an on-site parent center were studied. The school demonstrated its commitment to parent involvement by setting aside a classroom as a parent center and staffing it with two parent representatives, one African American and one Latina. Field notes from parent meetings and interviews with seven parents, the two parent representatives, four administrators, and the parenting class teacher also provided information about the program. Some rewarding interactions did occur between parents and educators at this school, but they were limited by a variety of factors and actually involved relatively few parents. The seeds for democratic participation were planted by the diversity of the participating parents, the inclusive style of the parenting class, and the exposure of parents to the sociocultural knowledge of schooling that was transmitted in parent meetings. Overall, however, parents were not supported in gaining participation skills or opportunities to organize their own efforts. Data seem to reveal clearly that parental involvement in urban communities needs scaffolded

ED 432 366 PS 027 691

Bennett, Tess; Bhagwanji, Yash; Thomas, Dawn; Allison, Anita

The Impact of Welfare Reform on Head Start Disability and Family Services.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Organizational Change; Preschool Education; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Project Head Start; Staff Attitudes; *Welfare Reform

A 1997 study assessed the impact of welfare reform as reported by Head Start staff served by the Great Lakes Resource Access Project (GLRAP), a federally funded program providing training and technical assistance to Head Start staff in the area of disability services. The states served by the project are Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. GLRAP used three methods (survey, canvass call telephone interviews, and focus groups with Head Start staff) to inquire about potential and real effects of welfare reform on Head Start services. Findings showed that the principal concerns clustered in three areas: eligibility and changes in the formal system, family concerns, and internal Head Start issues. Loss of child eligibility for enrollment in Head Start and loss of Supplemental Security Income (SSI) benefits were concerns which 73 percent of Disability Service Coordinators (DSCs) identified on the survey. There was a trend in concern about enrollment of children as program size increased. Regarding services to families in Head Start, 62 percent of DSCs anticipated changes because of welfare reform. Larger programs serving more families had more concerns in this area than smaller programs. Also, many internal issues were identified as concerns by Head Start staff, including the need for staff development and training. (Contains 18 references and 4 tables.) (EV)

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Behavior Change; Behavior Problems; Change Strategies; *Conflict Resolution; *Elementary School Students; Grade 6; Intermediate Grades; *Interpersonal Competence; Program Effectiveness; Questionnaires; *Student Behavior
IDENTIFIERS- *Social Skills Training

This action research project examined the effectiveness of an intervention to improve social skills in order to improve student behavior, reduce off-task behavior, and reduce loss of instructional time. The targeted population was a sixth grade class with 25 students in an elementary school in a rural setting. The problem of student behavior, off-task behavior, and loss of teaching time was documented through anecdotal records, teacher and student surveys, and teacher observations. The 15-week intervention focused on conflict resolution and off-task behavior and was provided in lessons 3 times weekly for 20 minutes. Specific social skills lessons dealt with talking out of turn, disturbing others, leaving seat without permission, talking back to teacher, lying, stealing from others, and staying on task. The effectiveness of the social skills instruction was determined through pretest/posttest comparisons on: (1) a student survey assessing how well the student got along with family and classmates, their behavior at school, and whether they liked school, their teachers, and themselves; and (2) observations of student behavior in different classroom settings. Findings indicated that the intervention improved student behavior. Many students were positively influenced by the strategies and their social skills improved. Decreases were found in talking out of turn, off-task behavior, disturbing others, and talking back to teacher. However, there were increases from the pretest to the posttest on lying, leaving seat without permission, and stealing from others. (Three appendices contain the teacher and student surveys and the observation checklist. Contains 22 references.) (KB)

ED 432 407 PS 027 825

Hannigan, Irene
Off to School: A Parent's-Eye View of the Kindergarten Year.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Family School Relationship; Journal Writing; *Kindergarten; *Kindergarten Children; Newsletters; *Parent Attitudes; Parent School Relationship; Parent Teacher Cooperation; Personal Narratives; *School Readiness

Based on a parent's journal maintained throughout the year, this book recounts the hopes, challenges, fears, and joys experienced by a parent during her son's year in kindergarten. Illustrating teacher-parent communication and one teacher's teaching philosophy are messages from the child's teacher, and excerpts from weekly newsletters. (KB)

pages. Broad reading-level categories are indicated as lower elementary, upper elementary, secondary, or adult. The annotations note books' strengths and weaknesses. Highly recommended books are given a star, questionable books a question mark. In an attempt to assist teachers and parents in making informed choices for their students and children, the introduction offers 17 questions that provide a framework for evaluating books on American Indians and Alaska Natives, 4 common examples of stereotypical representations, a discussion of words that reflect bias or prejudice, a recommended reference series, and 11 additional resources. (TD)

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Science and Society; *Science Education; Scientific Enterprise; *Scientific Literacy; Scientific Principles; Social Responsibility; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest reviews information in the science education literature on teaching about societal issues in science classes. Reasons for including a discussion of social issues in science classrooms are given, and instructional approaches for teaching about science and society are presented. Several Internet resources related to teaching about societal issues in science classes are also included. Contains 13 references. (WRM)

ED 432 444 SE 061 084

Balas, Andrea K.
Science Fairs in Elementary School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Developmental Stages; Elementary Education; *Elementary School Science; Learning Theories; Science Education; *Science Experiments; *Science Fairs; *Science Process Skills; *Science Projects; Scientific Concepts; Scientific Principles
IDENTIFIERS- ERIC Digests

This digest presents a summary discussion of the value of holding science fairs in the elementary school context. Reasons for conducting science fairs for elementary students are discussed in terms of several learning theories. Developmentally appropriate types of elementary science projects are suggested. Goals for elementary school science fairs and a suggested science fair time table are listed. A list of Internet resources related to science fairs is also included. (WRM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Classroom Communication; *Constructivism (Learning); Elementary Secondary Education; Mathematics Activities; *Mathematics Instruction; Mathematics Teachers; *Social Influences; *Teacher Education

As a learning theory, constructivism describes knowledge as being in flux--where an individual internally constructs knowledge through social and cultural mediation. Constructivist learning theorists contend that social activity and discourse must play important roles in order for understanding to occur. This paper describes how the social constructivist view of learning can be useful in the teaching of high school algebra and in the preparation of mathematics teachers. A brief summary of the social constructivist view as a philosophy of mathematics is presented, followed by a review of learning theory associated with school algebra. Implications for the preparation of pre-service mathematics teachers are discussed. (Contains 17 references.) (ASK)

ED 432 470 SE 062 712

Hammrich, Penny L.
Science Curriculum Reform: What Teachers Are Saying.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Constructivism (Learning); *Curriculum Development; *Educational Change; Elementary Education; *Knowledge Base for Teaching; National Standards; *Science Curriculum; Science Education; Scientific Literacy; Scientific Principles; *Teacher Education
IDENTIFIERS- *National Science Education Standards

This paper describes the changes K-8 teachers made in their conceptions of science, teaching, and learning as they participated in a year-long professional development program. The program was based on principles reflected in the national science education reform initiatives, and focused on the role of teachers as decision makers in promoting scientific literacy for all students. The study concludes that: (1) teachers were accepting of examining and even embracing new conceptions of science, but clung to their prior conceptions of science when pressed with uncertainty in a teaching situation; (2) teachers understood the notion of knowledge construction but did not have a clear understanding of the process; and (3) teachers perceived the alignment of science curriculum to national standards to be a time-consuming and sometimes frustrating process. (Contains 34 references.) (WRM) encyclopedias, legal sources, government agencies, and other sources. (BT)

ED 432 494 SO 030 668

The Impeachment of Andrew Johnson. Web Lesson.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional Law; Higher Education; *Law Related Education; *Legal Problems; *Presidents of the United States; Secondary Education; Social Studies; *United States History; World Wide Web
IDENTIFIERS- *Impeachment Proceedings; Johnson (Andrew); Legal History; *United States Constitution

This lesson presents the historical background of Abraham Lincoln's selection of Andrew Johnson as his running mate in the election of 1864. The lesson considers the climate in the U.S. Congress after President Lincoln's assassination. The details of the impeachment and trial of President Andrew Johnson are given. The lesson presents three questions for student discussion and writing, a longer activity for whole-class participation, two sources for further reading, and four web site links. (BT)

acknowledge and emphasize the importance of perception to the making of art. It explains that the model is used by the author in a course on the teaching of art criticism, art history, and aesthetics. The paper has two parts. In the first part, background research (research and development activities in the Aesthetic Education Program in the 1970s which became the basis for the model are described. In the second part, the Model for the Artistic Process is outlined and its relationship to perception and instruction is discussed. Includes 10 notes and 2 diagrams. (BT)

Chapter titles include: (1) "The Context: Education in a Changing World"; (2) "The Vision: Quality Education for All"; (3) Education Today: Progress Achieved, Progress Needed"; (4) "Partnering: A World of Opportunities"; (5) "The Bank's Role Thus Far: Learning by Doing"; (6) "Moving Forward: What the Bank Will Do"; and (7) "Moving Forward: How the Bank Will Do It." (Author/LB)

ED 432 534 SP 038 644

Redesigning Low-Performing Schools: It's Union Work.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Educational Quality; Elementary Secondary Education; Equal Education; Excellence in Education; High Risk Students; Low Income Groups; Poverty; Public Education; *Public Schools; Teacher Associations; Teacher Role; *Unions
IDENTIFIERS- *Low Performing Schools

This booklet examines the need for action to improve the nation's lowest performing public schools, noting the responsibility of teacher unions to participate in the development of workable solutions. Section 1, "Redesigning Low-Performing Schools," discusses reasons for concern, what should be done, and how to implement change. Section 2, "Questions and Answers," discusses why the union supports the redesign or closing of low-performing schools; what are some indicators that a school is low-performing; what are the features of an effective school-redesign process; why low-performing schools should select effective research-based programs; what the union should do to ensure that identified schools effectively implement good programs; and how schools can afford such programs. Section 3, "Background Information," discusses turnaround schools, focusing on what can be done to help struggling schools; the union's responsibility to use tough love when schools do not work; alternative remedies; the effect of teacher and union participation; and systemic improvement. Section 4, "Background Reading," presents suggested reading materials. (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Developing Nations; *Early Childhood Education; Foreign Countries; Higher Education; *Politics of Education; Poverty; Preschool Children; Preservice Teacher Education; Socioeconomic Influences
IDENTIFIERS- Gambia; Ghana; Mali; Senegal; West Africans

This paper examines opportunities and challenges in early childhood teacher education in Ghana, Mali, Senegal, and the Gambia. It reviews socioeconomic and political issues, current and emerging policies for early childhood and primary education, teacher preparation strategies, and examples of successful programs. Information was collected during a 1997 sabbatical in the four countries. The researcher observed various urban and rural early childhood programs and met with government officials, directors of nongovernmental organizations, program directors, teachers, community leaders, and parents working in the field. Three sections examine: changing national contexts for early childhood education, a new global vision for early childhood education, and selected programs in the four countries. The four countries are each at crucial, pivotal moments in their national history. Challenges they face to provide care and education for their children are monumental at a time when new levels of education are essential for individual and national survival in the global society. They are faced with young, rapidly growing populations that need care and education to be productive future citizens. Rapid communication has brought information from other parts of the world, changing people's perspectives. This is all occurring at a time when poverty is increasing and finances for education and social services are inadequate. Despite this, opportunities for success are apparent in all four countries. (Contains 18 references.) (SM)

*Intercultural Communication; Motivation; Students; Teacher Attitudes; *Teacher Student Relationship; Teachers
IDENTIFIERS- Teacher Knowledge

This document reviews the existing literature on intercultural communication (ICC) and ties it to teacher-student classroom interactions, exploring ways that teachers can respond to cultural incongruities and reduce the cultural clashes they experience between themselves and students from different cultural backgrounds. Section 1, "Introduction," reviews the issue. Section 2, "Conceptual Foundations of Intercultural Communication," discusses concepts of culture and communication that are necessary to understanding the process of ICC. It explains that communication is an imperfect process, one made even more complex when the element of cultural differences is involved. This section concludes by describing Gudykunst and Kim's (1997) model of intercultural communication. Section 3, "Cultural Influences on the Communication Process: Dimensions of Cultural Variability," explores how culture influences communication, pointing out how cultural variability can impact communication and thereby affect teacher-student interactions. Section 4, "Factors That Influence Effective Cultural Communication," describes how motivation, knowledge, and skills can increase effective intercultural communication. (Contains 65 references.) (SM)

verbal score was 505. The South Carolina average SAT I mathematics score was 473, compared to the national average of 512. Ten appendixes contain supplemental information about South Carolina student scores and the SAT I. (Contains 35 tables and 6 figures.) (SLD)

ED 432 613 TM 029 996

Metropolitan Achievement Tests, Seventh Edition (MAT7). District and State Results, 1996 Administration. Performance above the 50th National Percentile and Performance in Each National Quarter and 1998 Results of the Metropolitan Achievement Tests, Seventh Edition (MAT7). Data Update.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; Public Schools; *School Districts; Scores; *State Norms; Tables (Data); *Test Results
IDENTIFIERS- *Metropolitan Achievement Tests; *Percentile Ranks; South Carolina

The Metropolitan Achievement Test, Seventh Edition (MAT7) reports percentages of student test scores above the 50th U.S. national percentile (top half of the distribution of student test scores) and percentage in each national quarter. Having more students than 50% above the 50th national percentile means that achievement was higher than the national group. Having more than 25% in the upper (top) quarter or less than 25% in the lower (bottom) quarter also means that achievement was higher than the national group. Tables present: (1) percentages of students above the 50th national percentile for each South Carolina school district for grades 4, 5, 7, 9, and 11 and MAT7 percentages in each national quarter for all 5 grades. Test performance results are presented in charts by demographic groupings according to grade and subject area. Also presented are summary information about the strengths and weaknesses of student test performance, recommendations for improvement, and strategies to improve student learning. (SLD)

ED 432 634 UD 033 050

Land and Water Conservation; Hawaii Volcanoes National Park; Little Rock Central High School; and Arches National Park. Hearing on S. 1333, S. 2106, S. 2129, S. 2232, H.R. 2283 before the Subcommittee on National Parks, Historic Preservation, and Recreation of the Committee on Energy and Natural Resources. United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Students; Court Litigation; Educational History; Federal Government; *Federal Legislation; Hearings; High Schools; *National Parks; Racial Segregation; *School Desegregation
IDENTIFIERS- African Americans; Congress 105th; *Little Rock School District AR

A Senate hearing considered five bills related to the national parks. Of interest to the education community is S. 2232, which would establish Little Rock Central High School National Historic Site in Arkansas as a unit of the National Park Service. In 1957 the school became a center of controversy over school desegregation when nine African American students attempted to enroll at Central High. Senator Dale Bumpers from Arkansas spoke of the importance of recognizing the site, already on the National Register of Historic Places as the location of the first real test of desegregation in the wake of the "Brown v. Board of Education" decision. Everett Tucker, III, President of the Central High Museum spoke in support of the measure, as did Ernest Green, one of the nine students who integrated the school with federal support. Both speakers noted that the nine students were an inspiration to America because of their poise in a crisis. Although the school would be designated as a National Parks site, it would continue to be a functioning school, administered by the Little Rock school district. The hearing report also contains testimony by witnesses related to the other bills and the prepared statements of all witnesses. (SLD)

ED 432 635 UD 033 051

Gateways to Success: A Report on Urban Student Achievement and Course-Taking.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; College Bound Students; *Core Curriculum; *Course Selection (Students); *High School Students; High Schools; Higher Education; Urban Schools; *Urban Youth
IDENTIFIERS- Council of Great City Schools

This report examines the effects of high school courses on students' readiness for college-level work. ACT Assessment scores for 1998 for graduates of Council of the Great City Schools member high schools are compared with those for 1997 graduates and with students nationally. All data are analyzed by course-taking patterns, school district wealth, student ethnicity, and gender. The report also examines the gap between urban students' readiness for college and their college

support. Participation skills should be modeled for parents by peers who engage them in horizontal relations that allow them to learn without fear of being silenced, alienated, or embarrassed. (Contains 30 references.) (SLD)

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Transition Issues Related to Students with Visual Disabilities. PRO-ED Series on Transition.	55p.	L3	ED 432 091
Transition to Employment. PRO-ED Series on Transition.	57p.	L3	ED 432 087
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Transracial Adoption and Foster Care: Practice Issues for Professionals.	162p.	L2	ED 432 414
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The Wired Professor: A Guide to Incorporating the World Wide Web in College Instruction.	256p.	L3	ED 432 164
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Supporting Communication with Infants, Toddlers, and Preschoolers Whose Multiple Disabilities Include Vision and Hearing Loss. Videotape .	0p.	L3	ED 432 119
Meeting the Needs of Youth with Disabilities: Examples of Students with Disabilities Accessing SSI Work Incentives.	73p.	L1	ED 432 108
Montgomery County Public Schools (MCPS) Policies: Section F: Facilities Development.	41p.	L1	ED 432 128
More Things That Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices. Volume II.	393p.	L1	ED 431 927
The Multiage Evaluation Book.	211p.	L2	ED 432 368
Open Doors: Options in Communication and Education for Children Who Are Deaf or Hard of Hearing.	35p.	L1	ED 432 098
The Paideia Classroom: Teaching for Understanding.	153p.	L3	ED 432 642
Partnerships with Families Promote TRIO Student Achievement.	9p.	L1	ED 432 197
Pathways Trail Mix: A Collection of Ideas and Training Activities in Early Intervention Service Coordination.	254p.	L1	ED 432 096
PDAS...The Next Steps: A Guide for the Continuous Improvement Instructional Planning Process.	33p.	L1	ED 432 618
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A Planned Giving Primer for Rockingham Community College Foundation Board Members.	14p.	L1	ED 432 351
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Position Statement: Gay, Lesbian, and Bisexual Youth.	6p.	L2	ED 431 983
Preparing for an Aging Work Force: A Practical Guide for Employers.	45p.	L1	ED 431 924
Pride in Parenting: Training Curriculum for Lay Home Visitors. NIH-DC Initiative To Reduce Infant Mortality in Minority Populations.	594p.	L1	ED 432 391
Program Guide for Business Education.	136p.	L1	ED 431 930

Laughing within Reason: On Pleasure, Women, and Academic Performance.	14p.	L1	ED 432 508
NCTE Position on Class Size and Teacher Workload, K-College.	10p.	L1	ED 432 018
Position Statement: Gay, Lesbian, and Bisexual Youth.	6p.	L2	ED 431 983
The Principal and the Reading Curriculum.	7p.	L1	ED 432 006
The Psychology of Teaching Reading.	19p.	L1	ED 432 007
The Role of Social Constructivist Philosophy in the Teaching of School Algebra and in the Preparation of Mathematics Teachers.	16p.	L1	ED 432 469
The State of California Community Colleges, 1997.	11p.	L1	ED 432 326
Stumbling Blocks for Career Education: School Board, Administration, and the Ever-Tightening Budget. AACE Distinguished Member Series on Career Education.	4p.	L1	ED 431 925
Toward a Pedagogy of Place: Finding Common Ground for Rural Researchers, Teacher Educators, and Practitioners. Roundtable Notes.	6p.	L1	ED 432 416

(130) Reference Materials - General

Business Education Index, 1998. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1998.	221p.	L1	ED 431 882
ERIC Administrative Bulletin (EAB), August 1993-May 1994.	353p.	L1	ED 432 313

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Collective Bargaining in Higher Education and the Professions. Bibliography Nos. 23-25, January 1995-1997.	170p.	L2	ED 432 204
Counseling American Indians: An Annotated Bibliography.	48p.	L1	ED 432 427
A Critical Bibliography on North American Indians, for K-12.	215p.	L1	ED 432 424
Evaluation and Accountability Related to Mental Health in Schools. Technical Assistance Sampler.	19p.	L1	ED 431 978
In Service for Teacher Development in Sub-Saharan Africa. A Review of Literature Published between 1983-1997. Serial No. 30.	62p.	L1	ED 432 578
Language Arts & Environmental Awareness: 100 Integrated Books			

	35p.	L1	ED 432 619
Integrating, Infusing, Modeling: Preparing Technology Using Educators.	7p.	L1	ED 432 275
Lessons Learned from the Trenches: Implementing Technology in Public Schools.	8p.	L1	ED 432 252
Life after College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997, with an Essay on Participation in Graduate and First-Professional Education. Baccalaureate and Beyond Longitudinal Study. Statistical Analysis Report.	140p.	L1	ED 432 184
Long Rides, Tough Hides: Enduring Long School Bus Rides.	8p.	L1	ED 432 419
The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools. Interim Report to Congress.	150p.	L1	ED 432 650
Making Joint Commitments. Roles of Schools, Employers, and Students in Implementing National Skill Standards. Final Report.	135p.	L1	ED 431 920
Managing Campus Budgets in Trying Times: Did Practices Follow Principles?	60p.	L1	ED 432 194
Muffled Voices: Teachers' Concerns Regarding Technological Change.	7p.	L1	ED 432 281
The National Evaluation of Project SEED in Five School Districts 1997-1998.	114p.	L1	ED 432 646
A New Professionalism? Teacher Use of Multimedia Portable Computers with Internet Capability.	7p.	L1	ED 432 268
On-Line Distributive Education Project.	7p.	L1	ED 432 232
Online Communication--Building Learning Communities.	7p.	L1	ED 432 309
Opening the Central Valley. A Review of the Board of Regents' Proposal To Build the University of California at Merced.	110p.	L1	ED 432 212
Organizational Learning in International Development Agencies: The Case of Girls' Education.	15p.	L1	ED 432 518
Perceptions and Educational Technology Needs of School Administrators.	7p.	L1	ED 432 244
Performance Report of Educational and Vocational Services and Results for Individuals with Disabilities, 1996-1997.	525p.	L1	ED 432 073

	8p.	L1	ED 432 081
Online Survey Research: A Venue for Reflective Conversation and Professional Development.	7p.	L1	ED 432 283
Organization Structure and Strategy.	32p.	L2	ED 431 945
Overview of Public Elementary and Secondary Schools and Districts: School Year 1997-98. Statistics in Brief.	14p.	L1	ED 432 053
Partnering for Learnware: Critical Success Factors in the Use of Learnware by Human Resources Sector Councils and Industry Associations in Canada = Partenariats pour les technologies d'apprentissage: Facteurs critiques de succes dans l'utilisation des technologies d'apprentissage par les conseils sectoriels des ressources humaines et les associations industrielles au Canada.	85p.	L1	ED 431 894
Peer Evaluation of the School's Potential To Improve Learning.	30p.	L1	ED 432 025
The Perfect Match: A Case Study of a First Year Woman Principal.	14p.	L1	ED 432 038
Perspectives of Social Studies over a Quarter of a Century: Reflections from Veteran Social Studies Leaders.	35p.	L1	ED 432 516
"Politicized Mothering": Evidence of a Relational and Extended Self-Concept among Culturally Relevant Women Educators.	13p.	L1	ED 432 520
Practicing Stereotypes: Exploring Gender Stereotypes Online.	7p.	L1	ED 432 235
Preferred Homework Style and Homework Environment in High- versus Low-Achieving Chinese Students.	22p.	L1	ED 432 602
Preparing Active and Informed Citizens: A Qualitative Study of Two Elementary Classrooms.	27p.	L1	ED 432 491
Present Problems and Future Challenges of the Korea National Open University. ZIFF Papiere 113.	33p.	L1	ED 431 910
Preservice Teachers' Assessment of Student Understanding: Processes and Their Development.	29p.	L1	ED 432 576
Preservice Teachers' Perceived Effectiveness of Technology Resources: A Cross-National Study.	7p.	L1	ED 432 284
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Leadership Development for Educational Leaders. From Needs Assessment to Impact Evaluation: A Case Study.	25p.	L1	ED 432 577
Leadership for Organisational Learning and Student Outcomes. The Lolso Project: The First Report of an Australian Three Year Study of International Significance.	36p.	L1	ED 432 046
Learning and Working in Groups.	25p.	L2	ED 431 935
Learning in the Context of a Mathematics Teacher Education Course: Two Case Studies of Elementary Teachers' Conceptions of Mathematics, Mathematics Teaching and Learning, and the Teaching of Mathematics with Technology.	7p.	L1	ED 432 264
Learning Organization Issues.	32p.	L2	ED 431 937
Learning Styles, Technology Attitude and Usage: What Are the Connections for Teachers and Technology in the Classroom?	7p.	L1	ED 432 312
Learning To See Anew: How Facilitator Moves Can Reframe Attention When Administrators Look At Reformed Mathematics Classrooms.	32p.	L1	ED 432 462
Lessons Learned from the Trenches: Implementing Technology in Public Schools.	8p.	L1	ED 432 252
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Linking HRD Practice and Research.	31p.	L2	ED 431 961
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Linking Leadership and Decision Making to the School Violence Issue.	24p.	L1	ED 432 653
Literacy Events in the Homes, Churches, and Classroom of Bilingual Kindergartners: An Ethnographic Analysis.	29p.	L1	ED 432 140
The Logical Roots of Argumentative Writing: An Adjunct to Academic ESL/EFL Writing Students?	20p.	L1	ED 432 145
A Major Force in Economic Development: A Challenge for the North Carolina Community College System.	8p.	L1	ED 432 319
Management, Transformation, and Social Influence: Longitudinal			

(020) Collected Works - General

Educational Administration: A Decade of Reform.
301p. L2 ED 432 055

Heave Away! Sea Shanties for Group Singing.
66p. L2 ED 432 488

Indigenous Community-Based Education.
180p. L3 ED 432 435

Kultura a multikulturna vychova = Culture and Multicultural Education.
341p. L1 ED 432 524

Les professions langagieres a l'aube de l'an 2000: Recherches pedagogiques et linguistiques en traduction, redaction et terminologie (The Language Professions at the Dawn of the Year 2000: Pedagogical and Linguistic Research in Translation, Editing and Terminology). Publication B-217.
230p. L1 ED 432 138

Slavic in Head-Driven Phrase Structure Grammar.
359p. L3 ED 432 141

Starting with "I": Personal Essays by Teenagers.
199p. L3 ED 432 651

Three Perspectives on Schools, Communities and Citizenship. Thinking about Full Service Schools No. 1.
34p. L1 ED 432 645

Unpacking Educational Environments: Visions from Reggio Emilia, Australia, Sweden, Denmark and the United States. A Selection of Papers Presented at the Conference (Institute of Early Childhood, Macquarie University, North Ryde, New South Wales, Australia May 16, 1998).
37p. L1 ED 432 362

(021) Collected Works - Proceedings

Academy of Human Resource Development (AHRD) Conference Proceedings (Arlington, Virginia, March 3-7, 1999).
1248p. L2 ED 431 931

Accountability and Institutional Research: Measuring Results. Proceedings of the Annual Conference of the North East Association for Institutional Research (24th, Hartford, Connecticut, November 1-4, 1997).
223p. L1 ED 432 187

Annual Adult Education Research Conference Proceedings (40th, DeKalb, Illinois, May 21-23, 1999).
361p. L1 ED 431 901

Apprendre a vivre ensemble grace a l'enseignement de l'histoire et de la geographie. Rapport final du colloque sur le theme. (Learning To Live Together Thanks to the Teaching of History and Geography. Final Report on a Colloquium on That Theme.) Proceedings of a Colloquium Organized Jointly by the International Bureau of Education (UNESCO) and the University of Geneva (Geneva, Switzerland, June 12, 1998).
60p. L1 ED 432 519

Psychological and Vocational Assessment of Native Americans.	50p.	L1	ED 432 428
Quick Results in Your Job Search: A Job Search Manual for Prospective and Recent Graduates with and without Disabilities.	21p.	L1	ED 432 112
Reaching Parents with Child Care Consumer Education.	21p.	L1	ED 432 413
Redesigning Low-Performing Schools: It's Union Work.	27p.	L1	ED 432 534
Research You Can Use To Improve Results.	138p.	L1	ED 432 048
School-Based Client Consultation, Referral, and Management of Care. A Technical Aid Packet.	93p.	L1	ED 431 977
Scope and Sequence: A Guide for Learning and Teaching in Art.	76p.	L1	ED 432 499
Screening/Assessing Students: Indicators and Tools. A Resources Aid Packet.	63p.	L1	ED 431 976
Slime, Scales & Mudpuppy Tails.	25p.	L1	ED 432 446
State of Maine Learning Results: Social Studies.	27p.	L1	ED 432 497
State of Maine Learning Results: Visual and Performing Arts.	10p.	L1	ED 432 498
Strengthening Community Education: The Basis for Sustainable Renewal. Finding Community Resources Manual.	41p.	L1	ED 432 049
Student Attendance Accounting Manual, 1996.	87p.	L1	ED 432 325
Students and Psychotropic Medication: The School's Role. A Resources Aid Packet.	39p.	L1	ED 431 975
Take a Bite Out of Crime: Get Ready To Celebrate 20 Years. Crime Prevention Month Action Kit.	164p.	L1	ED 431 998
Teaching at a Distance: A Handbook for Instructors.	94p.	L1	ED 432 316
Teaching at the United States Army War College: Philosophy, Practice, and Resources. AY Academic Year 2000.	164p.	L1	ED 432 185
Teaching for Understanding: Policy to Practice.	39p.	L2	ED 432 560
Teaching Occupational Social Skills. PRO-ED Series on Transition.	69p.	L3	ED 432 089

and Activities for Children.	295p.	L3	ED 432 016
Objectives Related to Multicultural Education: Bias Awareness, Cultural Fluency, Diversity Appreciation, Empathy, Equality Attitudes, Intercultural Communicative Competence, Tolerance, and Transcultural Identities. Examples of Publications. Peace Education Miniprints No. 98.	30p.	L1	ED 432 526
PR Bibliography, 1999.	117p.	L3	ED 432 021
Resources in Education (RIE). Volume 34, Number 12.	p.	L2	ED 431 867
School Violence. Web Lessons.	35p.	L1	ED 432 503
TESOL Methodology: Five Annotated Bibliographies.	87p.	L1	ED 432 132
What Is the Impact of English-Only and New Immigration Laws on Non-English Speaking Patients?	9p.	L1	ED 432 130
Workforce Reductions. An Annotated Bibliography.	102p.	L2	ED 431 918

(132) Reference Materials - Directories/Catalogs

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 23.	306p.	L2	ED 432 203
Guide to Substance Abuse & Disability Resources Produced by NIDRR Grantees.	53p.	L1	ED 432 107
Reducing Youth Gun Violence: An Overview of Programs and Initiatives. Program Report.	85p.	L1	ED 432 627
UNEVOC Directory = Repertoire UNEVOC.	78p.	L1	ED 431 884
The Youth Book. A Directory of South African Youth Organisations, Service Providers and Resource Material.	455p.	L1	ED 432 485

(140) Reports - General

CEDEFOP. Annual Report, 1998.	63p.	L1	ED 431 881
Charter Schools Update. Educational Issues Policy Brief. Number 9.	12p.	L1	ED 432 536
Developments in the Vocational Education and Training Systems of Indonesia and Australia.	76p.	L2	ED 431 875
How States Are Improving Literacy Services for Adults with			

PFE Report Specifications.	18p.	L1	ED 432 330
Physician Education for a Changing Health Care Environment: Council on Graduate Medical Education, Thirteenth Report.	51p.	L1	ED 432 210
Project Transition: Testing an Intervention To Help High School Freshmen Succeed.	230p.	L1	ED 432 637
A Proposal To Revise the Use of Certificates.	11p.	L1	ED 432 339
A Qualitative and Quantitative Evaluation: Innovative Use of Internet Based Collaboration.	7p.	L1	ED 432 282
Real-Time Collaboration over the Internet: What Actually Works?	7p.	L1	ED 432 311
Reinventing Service: A Report from the Customer Service Task Force.	81p.	L1	ED 432 191
Section 619 Profile. 9th Edition.	64p.	L1	ED 432 074
A Service-Based Approach to Addressing Educational and Social Outcomes for Youth: Lessons from the Evaluation of New Jersey's School-Based Youth Services Program.	37p.	L1	ED 432 047
Show-Me. Higher Education: Ensuring Access, Quality, and Efficiency. Missouri Department of Higher Education. 1998 Annual Report.	47p.	L1	ED 432 192
State Education Accountability Reports and Indicator Reports: Status of Reports across the States, 1998. Results of a 50-State Survey.	41p.	L1	ED 432 596
State Funded Post-Secondary Tuition Assistance, 1998. Special Report.	27p.	L1	ED 432 195
A Survey of Institutions Participating in the Federal Direct Loan and Federal Family Education Loan Programs: Academic Year 1997-98. Evaluation of the Federal Direct Loan Program. Volume One: Summary Report; Volume Two: Technical Appendixes.	290p.	L1	ED 432 159
A Survey of Types of Gifted Programs Offered in Iowa Public School Districts.	50p.	L1	ED 432 110
Targeting Schools: Study of Title I Allocations within School Districts.	61p.	L1	ED 432 649
Teachers as Designers of Collaborative Distance Learning.	8p.	L1	ED 432 259

professionnel et les technologies d'apprentissage: Besoins, problems, tendances et activities.	260p.	L1	ED 431 900
Promoting Learning through Active Interaction. Project PLAI. Final Report.	46p.	L1	ED 432 118
Public Policy and the Academy in an Era of Change.	23p.	L1	ED 432 171
Qualitative Studies in HRD.	35p.	L2	ED 431 970
Re-Defining Post-Literacy in a Changing World. Education Research, Serial No. 29.	140p.	L1	ED 431 903
Relationship of Interactive Writing to Independent Writing in Kindergarten and First Grade.	21p.	L1	ED 432 015
The Relationship of Students' Affinity for Teacher to Students' Perceptions of Teacher's Power: A Report on the Preliminary Developments of Two New Instruments.	27p.	L1	ED 432 539
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School Restructuring and Student Achievement in Washington State: Research Findings on the Effects of House Bill 1209 and School Restructuring on Western Washington Schools.	38p.	L1	ED 432 044

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New Meets New: Fitting Technology to an Inquiry-Based Teacher Education Program.			

Effective Leaders for Today's Schools: Synthesis of a Policy Forum on Educational Leadership. Perspectives on Education Policy Research. Policy Brief.
45p. L1 ED 432 052

The Future Is Now: The Role of Institutional Research in Campus Transformation: Proceedings of the Annual Conference of the North East Association for Institutional Research (25th, Philadelphia, Pennsylvania, November 14-17, 1998).
273p. L1 ED 432 188

Future Training Issues in Australia's Industries. A Collection of the Papers Presented at the NCVER 1998 Conference: Industry Training Outlook '98 (Sydney, Australia, October 12-13, 1998).
204p. L2 ED 431 876

Lessons Learned from a State Association of Colleges for Teacher Education (ACTE) on Shaping and Influencing Future Policy. Symposium presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
19p. L1 ED 432 565

Lifelong Learning: Developing a Training Culture. Papers Presented at the Concurrent Sessions on Research into a Training Culture at the Conference, "Creating Our Future: A New Training Culture for Australia" (Brisbane, Australia, August 1998).
125p. L2 ED 431 878

Pan-Canadian Forum on Community Learning Networks Conference Proceedings and A Discussion Guide (1st, Ottawa, Ontario, March 27-29, 1998).
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48p. L1 ED 432 430

School Law in Review, 1999. Papers presented at the National School Boards Association Council of School Attorneys' Annual School Law Seminar (San Francisco, California, April 8-10, 1999).
141p. L3 ED 432 061

Silver Anniversary Conference: 25 Years of Higher Education Collective Bargaining. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. School of Public Affairs, Baruch College, City University of New York (25th, New York, NY, April 1997).
233p. L2 ED 432 202

SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, Texas, February 28-March 4, 1999). Proceedings.
2012p. L1 ED 432 214

Thoughts of One's Own: Innovative Leadership in Institutional

Texas Essential Knowledge and Skills for Fine Arts: Chapter 117.	74p.	L1	ED 432 496
Tips for Preschool Teachers: First Aid for Bad Times with Directors, Parents, and Difficult Children.	75p.	L1	ED 432 403
Transition Issues Related to Students with Visual Disabilities. PRO-ED Series on Transition.	55p.	L3	ED 432 091
Transition to Employment. PRO-ED Series on Transition.	57p.	L3	ED 432 087
Transporting Students with Disabilities: A Manual.	225p.	L3	ED 432 100
Transracial Adoption and Foster Care: Practice Issues for Professionals.	162p.	L2	ED 432 414
Tribal Consultation, May 1999.	88p.	L1	ED 432 433
U.S. Department of Education Indirect Cost Determination Guidance for State and Local Government Agencies.	147p.	L1	ED 432 066
Understanding Funding, Finance and Budgeting: A Manager's Handbook.	51p.	L1	ED 432 331
Understanding the Law To Give Students with Disabilities Full Potential.	9p.	L1	ED 432 196
Using Community Transition Teams To Improve Transition Services. PRO-ED Series on Transition.	94p.	L3	ED 432 088
Vocational Rehabilitation of American Indians with Alcohol Disorders. Research Dissemination Workshop Proceedings (Phoenix, Arizona, November 19, 1997).	82p.	L1	ED 432 429
Want To Work in Alaska's Schools? A Guide for Educators.	36p.	L2	ED 432 420
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The Wired Professor: A Guide to Incorporating the World Wide Web in College Instruction.	256p.	L3	ED 432 164
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Lessons Learned from a State Association of Colleges for Teacher Education (ACTE) on Shaping and Influencing Future Policy. Symposium presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
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Ohio's Adult Education Act Section 353 Report. Adult Basic and Literacy Education. Professional Development. Program Year 1997-1998.
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13p. L1 ED 431 911

The "S" in ASCD: Teachers Supervising Paraeducators for Professional Development.
14p. L1 ED 432 561

(141) Reports - Descriptive

"The 'Mouse' That Roared": Using Computer Labs for Basic Course Group Projects.
20p. L1 ED 432 022

Academic Success for Long-Term ESL Students.
23p. L1 ED 432 147

ACSM's Health/Fitness Facility Standards and Guidelines. Second Edition.
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Against the Odds: Developing School Programmes That Make a Difference for Students and Families in Communities Placed at Risk. Thinking about Full Service Schools No. 4.
32p. L1 ED 432 643

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(143) Reports - Research

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(022) Collected Works - Serials

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U.S. Department of Education Indirect Cost Determination Guidance for State and Local Government Agencies.
147p. L1 ED 432 066

U.S. Department of Education. Office of Inspector General Semiannual Report to Congress, No. 37. April 1, 1998-September 30, 1998.
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(100) AudioVisual Non-Print Materials

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(101) Computer Programs

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(102) Machine-Readable Data Files

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(170) Translations

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(171) Multilingual/Bilingual Materials

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CE - Adult, Career, and Vocational Education

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UD - Urban Education (continue)

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CG - Counseling and Student Services

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EA - Educational Management

EA029241	ED432023
EA029242	ED432024
EA029243	ED432025
EA029244	ED432026
EA029249	ED432027
EA029251	ED432028
EA029253	ED432029
EA029821	ED432030
EA029873	ED432031
EA029885	ED432032
EA029887	ED432033
EA029897	ED432034
EA029898	ED432035
EA029899	ED432036
EA029900	ED432037
EA029901	ED432038
EA029902	ED432039
EA029903	ED432040
EA029904	ED432041
EA029905	ED432042
EA029906	ED432043

EA029907	ED432044
EA029908	ED432045
EA029910	ED432046
EA029911	ED432047
EA029912	ED432048
EA029913	ED432049
EA029914	ED432050
EA029915	ED432051//
EA029918	ED432052
EA029919	ED432053
EA029924	ED432054
EA029925	ED432055
EA029926	ED432056
EA029927	ED432057
EA029928	ED432058
EA029930	ED432059
EA029931	ED432060
EA029932	ED432061//
EA029933	ED432062
EA029934	ED432063
EA029935	ED432064
EA029936	ED432065
EA029937	ED432066
EA029938	ED432067
EA029954	ED432068
EA029955	ED432069

EC - Disabilities and Gifted Education

EC306638	ED432070
EC307273	ED432071
EC307274	ED432072
EC307275	ED432073
EC307276	ED432074
EC307277	ED432075
EC307278	ED432076
EC307279	ED432077
EC307280	ED432078
EC307281	ED432079
EC307282	ED432080
EC307283	ED432081
EC307287	ED432082
EC307288	ED432083
EC307289	ED432084
EC307290	ED432085//
EC307291	ED432086//
EC307292	ED432087//
EC307293	ED432088//
EC307294	ED432089//
EC307295	ED432090//
EC307296	ED432091//
EC307297	ED432092//
EC307298	ED432093//
EC307299	ED432094//
EC307300	ED432095//
EC307301	ED432096
EC307302	ED432097
EC307303	ED432098
EC307304	ED432099//
EC307305	ED432100//
EC307306	ED432101//
EC307307	ED432102
EC307308	ED432103
EC307309	ED432104

EC307310	ED432105
EC307311	ED432106
EC307312	ED432107
EC307313	ED432108
EC307314	ED432109
EC307315	ED432110
EC307316	ED432111
EC307317	ED432112
EC307318	ED432113
EC307320	ED432114
EC307321	ED432115
EC307322	ED432116
EC307323	ED432117
EC307324	ED432118
EC307330	ED432119//

EF - Eric Facility

EF005315	ED432120
EF005380	ED432121//
EF005408	ED432122//
EF005467	ED432123
EF005468	ED432124
EF005469	ED432125
EF005532	ED432126
EF005535	ED432127
EF005542	ED432128

FL - Language and Linguistics

FL025484	ED432129
FL025534	ED432130
FL025750	ED432131
FL025851	ED432132
FL025891	ED432133
FL025892	ED432134
FL025893	ED432135
FL025894	ED432136
FL025895	ED432137
FL025896	ED432138
FL025897	ED432139//
FL025898	ED432140
FL025899	ED432141//
FL025900	ED432142
FL025901	ED432143
FL025902	ED432144
FL025903	ED432145
FL025904	ED432146
FL025906	ED432147
FL025907	ED432148
FL025908	ED432149
FL025909	ED432150
FL025912	ED432151
FL025913	ED432152
FL025914	ED432153
FL025915	ED432154
FL025916	ED432155
FL025917	ED432156
FL025918	ED432157
FL025920	ED432158

HE - Higher Education

HE032131	ED432159

HE032132	ED432160
HE032133	ED432161//
HE032134	ED432162//
HE032135	ED432163//
HE032136	ED432164//
HE032137	ED432165
HE032138	ED432166
HE032139	ED432167
HE032140	ED432168
HE032141	ED432169
HE032142	ED432170
HE032143	ED432171
HE032144	ED432172
HE032145	ED432173
HE032146	ED432174
HE032147	ED432175
HE032148	ED432176
HE032149	ED432177
HE032150	ED432178//
HE032172	ED432179
HE032173	ED432180//
HE032174	ED432181
HE032175	ED432182
HE032176	ED432183
HE032177	ED432184
HE032178	ED432185
HE032179	ED432186
HE032180	ED432187
HE032181	ED432188
HE032182	ED432189
HE032183	ED432190
HE032184	ED432191
HE032185	ED432192
HE032186	ED432193
HE032187	ED432194
HE032188	ED432195
HE032189	ED432196
HE032190	ED432197
HE032191	ED432198//
HE032193	ED432199//
HE032194	ED432200//
HE032195	ED432201
HE032196	ED432202
HE032197	ED432203
HE032198	ED432204
HE032199	ED432205
HE032200	ED432206
HE032201	ED432207
HE032202	ED432208
HE032203	ED432209
HE032204	ED432210
HE032205	ED432211
HE032206	ED432212
HE032207	ED432213

IR - Information and Technology

IR019584	ED432214
IR019585	ED432215
IR019586	ED432216
IR019587	ED432217
IR019588	ED432218
IR019589	ED432219
IR019590	ED432220

IR019591	ED432221
IR019592	ED432222
IR019593	ED432223
IR019594	ED432224
IR019595	ED432225
IR019596	ED432226
IR019597	ED432227
IR019598	ED432228
IR019599	ED432229
IR019600	ED432230
IR019601	ED432231
IR019602	ED432232
IR019603	ED432233
IR019604	ED432234
IR019605	ED432235
IR019606	ED432236
IR019607	ED432237
IR019608	ED432238
IR019609	ED432239
IR019610	ED432240
IR019611	ED432241
IR019612	ED432242
IR019613	ED432243
IR019614	ED432244
IR019615	ED432245
IR019616	ED432246
IR019617	ED432247
IR019618	ED432248
IR019619	ED432249
IR019620	ED432250
IR019621	ED432251
IR019622	ED432252
IR019623	ED432253
IR019624	ED432254
IR019625	ED432255
IR019626	ED432256
IR019627	ED432257
IR019628	ED432258
IR019629	ED432259
IR019630	ED432260
IR019631	ED432261
IR019632	ED432262
IR019633	ED432263
IR019634	ED432264
IR019635	ED432265
IR019636	ED432266
IR019637	ED432267
IR019638	ED432268
IR019639	ED432269
IR019640	ED432270
IR019641	ED432271
IR019642	ED432272
IR019643	ED432273
IR019644	ED432274
IR019645	ED432275
IR019646	ED432276
IR019647	ED432277
IR019648	ED432278
IR019649	ED432279
IR019650	ED432280
IR019651	ED432281
IR019652	ED432282
IR019653	ED432283
IR019654	ED432284

IR019655	ED432285
IR019656	ED432286
IR019657	ED432287
IR019658	ED432288
IR019659	ED432289
IR019660	ED432290
IR019661	ED432291
IR019662	ED432292
IR019663	ED432293
IR019664	ED432294
IR019665	ED432295
IR019666	ED432296
IR019667	ED432297
IR019668	ED432298
IR019669	ED432299
IR019670	ED432300
IR019671	ED432301
IR019672	ED432302
IR019673	ED432303
IR019674	ED432304
IR019675	ED432305
IR019676	ED432306
IR019677	ED432307
IR019678	ED432308
IR019679	ED432309
IR019680	ED432310
IR019681	ED432311
IR019682	ED432312
IR057608	ED432313

JC - Community Colleges

JC990440	ED432314
JC990441	ED432315
JC990442	ED432316
JC990443	ED432317
JC990444	ED432318
JC990445	ED432319
JC990446	ED432320
JC990447	ED432321
JC990448	ED432322
JC990449	ED432323
JC990450	ED432324
JC990451	ED432325
JC990452	ED432326
JC990453	ED432327
JC990454	ED432328
JC990455	ED432329
JC990456	ED432330
JC990457	ED432331
JC990458	ED432332
JC990461	ED432333
JC990463	ED432334
JC990465	ED432335
JC990466	ED432336
JC990467	ED432337
JC990468	ED432338
JC990469	ED432339
JC990470	ED432340
JC990471	ED432341
JC990472	ED432342
JC990476	ED432343
JC990477	ED432344
JC990479	ED432345

JC990480	ED432346
JC990482	ED432347
JC990485	ED432348
JC990489	ED432349
JC990506	ED432350
JC990507	ED432351
JC990510	ED432352
JC990512	ED432353
JC990521	ED432354
JC990522	ED432355

PS - Elementary and Early Childhood Education

PS024056	ED432356
PS026502	ED432357
PS027141	ED432358
PS027369	ED432359
PS027445	ED432360
PS027492	ED432361
PS027532	ED432362
PS027601	ED432363//
PS027617	ED432364//
PS027656	ED432365
PS027691	ED432366
PS027692	ED432367
PS027693	ED432368
PS027699	ED432369
PS027702	ED432370
PS027705	ED432371
PS027706	ED432372
PS027736	ED432373
PS027737	ED432374
PS027738	ED432375
PS027739	ED432376
PS027740	ED432377
PS027743	ED432378
PS027744	ED432379
PS027752	ED432380
PS027754	ED432381
PS027756	ED432382
PS027757	ED432383
PS027758	ED432384
PS027761	ED432385
PS027767	ED432386
PS027769	ED432387
PS027771	ED432388
PS027773	ED432389
PS027774	ED432390
PS027781	ED432391
PS027782	ED432392
PS027783	ED432393
PS027784	ED432394
PS027786	ED432395
PS027787	ED432396
PS027790	ED432397
PS027802	ED432398
PS027803	ED432399
PS027804	ED432400
PS027805	ED432401
PS027816	ED432402
PS027817	ED432403
PS027818	ED432404
PS027819	ED432405
PS027820	ED432406

PS027825	ED432407
PS027828	ED432408
PS027829	ED432409
PS027830	ED432410
PS027831	ED432411
PS027834	ED432412
PS027835	ED432413
PS027838	ED432414

RC - Rural Education and Small Schools

RC020966	ED432415
RC020968	ED432416
RC021672	ED432417
RC021674	ED432418
RC021974	ED432419
RC022007	ED432420
RC022012	ED432421
RC022013	ED432422
RC022015	ED432423
RC022016	ED432424
RC022034	ED432425//
RC022036	ED432426
RC022037	ED432427
RC022038	ED432428
RC022039	ED432429
RC022040	ED432430
RC022041	ED432431//
RC022043	ED432432
RC022044	ED432433
RC022052	ED432434
RC022056	ED432435//
RC022057	ED432436
RC022059	ED432437

SE - Science, Mathematics, and Environmental Educ

SE060316	ED432438
SE060317	ED432439
SE060371	ED432440
SE060391	ED432441
SE060437	ED432442
SE060622	ED432443
SE061084	ED432444
SE061970	ED432445
SE062035	ED432446
SE062328	ED432447
SE062346	ED432448
SE062361	ED432449
SE062369	ED432450
SE062418	ED432451//
SE062422	ED432452//
SE062500	ED432453
SE062502	ED432454
SE062505	ED432455
SE062508	ED432456
SE062515	ED432457
SE062535	ED432458
SE062557	ED432459
SE062692	ED432460
SE062693	ED432461
SE062695	ED432462
SE062696	ED432463
SE062697	ED432464

SE062698	ED432465
SE062701	ED432466
SE062706	ED432467
SE062707	ED432468
SE062708	ED432469
SE062712	ED432470
SE062716	ED432471
SE062721	ED432472
SE062725	ED432473
SE062726	ED432474
SE062729	ED432475
SE062740	ED432476
SE062748	ED432477
SE062750	ED432478

SO - Social Studies/Social Science Education

SO027853	ED432479
SO027855	ED432480
SO029200	ED432481
SO029368	ED432482
SO029406	ED432483
SO029674	ED432484
SO029682	ED432485
SO029687	ED432486
SO029722	ED432487
SO029733	ED432488
SO029752	ED432489
SO029753	ED432490
SO030640	ED432491
SO030666	ED432492
SO030667	ED432493
SO030668	ED432494
SO030670	ED432495
SO030678	ED432496
SO030704	ED432497
SO030705	ED432498
SO030728	ED432499
SO030733	ED432500
SO030900	ED432501
SO030906	ED432502
SO030917	ED432503
SO030919	ED432504
SO030924	ED432505
SO030925	ED432506
SO030926	ED432507
SO030927	ED432508
SO030929	ED432509//
SO030935	ED432510
SO030936	ED432511
SO030937	ED432512
SO030958	ED432513
SO030960	ED432514
SO030961	ED432515
SO030964	ED432516
SO030966	ED432517
SO030968	ED432518
SO030983	ED432519
SO030987	ED432520
SO030993	ED432521
SO030994	ED432522
SO030995	ED432523
SO030996	ED432524
SO031004	ED432525

SO031008	ED432526
SO031009	ED432527
SO031018	ED432528
SO031100	ED432529
SO031101	ED432530
SO031103	ED432531
SO031126	ED432532
SO031127	ED432533

SP - Teaching and Teaching Education

SP038644	ED432534
SP038645	ED432535
SP038646	ED432536
SP038649	ED432537
SP038650	ED432538
SP038651	ED432539
SP038652	ED432540
SP038657	ED432541
SP038658	ED432542
SP038659	ED432543
SP038660	ED432544
SP038662	ED432545
SP038663	ED432546
SP038664	ED432547
SP038666	ED432548
SP038667	ED432549//
SP038668	ED432550
SP038669	ED432551
SP038670	ED432552
SP038671	ED432553
SP038672	ED432554
SP038673	ED432555
SP038677	ED432556
SP038678	ED432557
SP038679	ED432558
SP038680	ED432559
SP038683	ED432560
SP038684	ED432561
SP038685	ED432562
SP038686	ED432563
SP038687	ED432564
SP038688	ED432565
SP038689	ED432566
SP038690	ED432567
SP038692	ED432568
SP038693	ED432569
SP038694	ED432570
SP038695	ED432571
SP038696	ED432572
SP038697	ED432573
SP038699	ED432574
SP038701	ED432575
SP038702	ED432576
SP038703	ED432577
SP038704	ED432578

TM - Assessment and Evaluation

TM029644	ED432579
TM029715	ED432580
TM029936	ED432581
TM029938	ED432582
TM029939	ED432583

TM029940	ED432584
TM029941	ED432585
TM029942	ED432586
TM029963	ED432587
TM029964	ED432588
TM029965	ED432589
TM029966	ED432590
TM029967	ED432591
TM029969	ED432592
TM029970	ED432593
TM029971	ED432594
TM029976	ED432595
TM029978	ED432596
TM029979	ED432597
TM029980	ED432598
TM029981	ED432599
TM029982	ED432600
TM029983	ED432601
TM029984	ED432602
TM029985	ED432603
TM029986	ED432604
TM029987	ED432605
TM029988	ED432606
TM029989	ED432607
TM029990	ED432608
TM029992	ED432609
TM029993	ED432610
TM029994	ED432611
TM029995	ED432612
TM029996	ED432613
TM029997	ED432614
TM029998	ED432615
TM030009	ED432616
TM030010	ED432617
TM030011	ED432618
TM030012	ED432619
TM030130	ED432620

UD - Urban Education

UD033035	ED432621
UD033037	ED432622
UD033038	ED432623
UD033039	ED432624
UD033040	ED432625
UD033041	ED432626
UD033042	ED432627
UD033043	ED432628
UD033044	ED432629
UD033045	ED432630
UD033046	ED432631
UD033047	ED432632//
UD033049	ED432633
UD033050	ED432634
UD033051	ED432635
UD033053	ED432636